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ABSTRACT

A survey was conducted to identify college-sponsored programs that involved undergraduate or graduate college students working with preschool, elementary, or secondary school students either as tutors or mentors. Such programs were found in 29% of all two-year and four-year colleges and universities. Of 3,212 total institutions, 921 sponsored at least one program. The survey gathered data on program focus (whether mentoring or tutoring), number of students served, program size, distribution of college participants, participation in 1987-88 compared with 1986-87, students waiting for tutors/mentors, program sponsorship, program affiliation, length of program operation, agencies with which programs work, characteristics of participants, program staff, preservice training, transportation, time spent tutoring and mentoring, usual number of students per tutor/mentor, incentives for participation, sources of funding, and evaluation. The survey found that the primary focus was tutoring for two-thirds of the programs, mentoring for 17%, and diagnostic evaluation, respite care, or other primary focus, for the remaining 16%. Appendices contain detailed tables, technical notes, and the survey questionnaire. (JDD)

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Survey Number 12
May 1990

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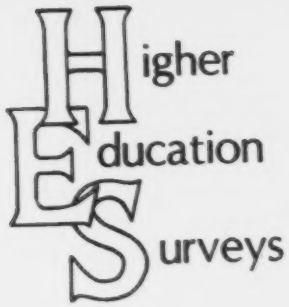

COLLEGE SPONSORED TUTORING AND MENTORING PROGRAMS FOR DISADVANTAGED ELEMENTARY AND SECONDARY STUDENTS

Sponsored by:

U.S. Department of Education

Prepared by:

Westat, Inc.
Margaret Cahalan, Survey Manager
Elizabeth Farris, Project Director

Higher Education Surveys Report
Survey Number 12
May 1990

Highlights

- College sponsored programs involving college students tutoring or mentoring elementary and secondary students were found in slightly under one-third (29 percent) of all two- and four-year colleges and universities. Of 3,212 total institutions, 921 sponsored at least one program. Nationally, there are an estimated 1,701 programs.

- The primary focus was tutoring for two-thirds of the programs and mentoring for 17 percent of them. The remaining 16 percent, although involving tutoring and mentoring, had some other "primary focus" such as diagnostic evaluation and respite care.

- Programs operating in 1987-88 involved about 71,000 college students serving 240,000 elementary and secondary students.

- In 40 percent of the programs, students most frequently participated as volunteers without a course or program requirement. In 29 percent of programs, students most frequently participated as "paid tutors or mentors"; in 28 percent students participated as part of a "course requirement," and in 3 percent, as a "requirement for graduation."

- One-third of the programs indicated there were students recommended for the program who were unable to participate because of a lack of tutors or mentors.

- Over three-fourths (86 percent) of the programs worked with the local school system; about one-fourth sometimes worked with social service agencies (26 percent) or a church group (26 percent); and 9 percent sometimes worked with the courts or correctional system.

- Most staff working on any of the programs had less than a full-time commitment to the project.

- About 40 percent of the students tutored or mentored were elementary students, 27 percent middle or junior high students, and 27 percent senior high students.

- An average of about one-third (31 percent) of the students who were tutored/mentored stayed in the program for more than one year, and 8 percent stayed for less than one month.

- Preservice training was provided by almost three-fourths of programs (73 percent). The median length of preservice training was 6 hours.

- The primary source of funding for 40 percent of the programs was the institution. The Federal government was the primary source for 18 percent, and State government was the primary source for 13 percent of programs.

- Programs most frequently rated themselves as very successful at "providing role models" (90 percent). Just under three-fourths (74 percent) rated their program as very successful at "improving basic skills."

Acknowledgments

Every survey depends on the cooperation and coordination of many people. The survey was commissioned by the Office of Planning, Budget, and Evaluation (OPBE) to be conducted under the HES system. Gerald Bushee served as OPBE monitor for the study and drafted the initial questions for the survey. On-going technical review of the study was provided by Val Plisko and Gerald Bushee of OPBE, and Patricia White, the National Science Foundation HES Project Officer.

The Westat project team included Debbie Alexander, Margaret Cahalan, Adam Chu, Elizabeth Farris, Sheila Heaviside, Carol Litman, Ted Trela, Sylvie Warren, and Kristine White.

We especially acknowledge with gratitude the HES coordinators in each of the surveyed institutions, and the tutoring and mentoring program staff who voluntarily took time from their busy schedules to provide the information upon which this report is based.

TABLE OF CONTENTS

	Page
INTRODUCTION	1
Survey Background	1
Definition of Tutoring and Mentoring Programs	2
SUMMARY OF FINDINGS	3
Prevalence	3
Number of Programs	5
Program Focus	6
Number of Students Served	7
Program Size	8
Distribution of College Participants	9
Participation in 1987-88 Compared with 1986-87	9
Students Waiting for Tutors/Mentors	10
Program Sponsorship	10
Program Affiliation	10
Length of Program Operation	11
Agencies with Which Programs Work	12
Tutor/Mentor Eligibility	13
Reasons for Participating	14
Characteristics of Participants	15
Program Staff	17
Staff Responsibilities	17
Preservice Training	19
Program Commitment	19
Places for Program Sessions	20
Transportation	20
Types of Sessions	21
Time Spent Tutoring and Mentoring	22
Usual Number of Students Per Tutor/Mentor	23
Length of Operation During the Year	24
Length of Participation	24
Staff Meeting With and Monitoring of Tutors/Mentors	25
Distribution of Time Spent	26
Incentives for Tutor/Mentor Participation	27
Program Budgets	28
Sources of Funding	28
Primary Source of Funding	29
Identification of Goals	30
Evaluation of Success in Meeting Goals	31
Evaluation of Program Needs	32
Appendix A: Detailed Tables	A-1
Appendix B: Technical Notes	B-1
Higher Education Surveys (HES)	B-3
Survey Methodology	B-3
Reliability of Survey Estimates	B-4
Institution Type Relationships	B-4
Appendix C: Survey Questionnaire	C-1

TABLE OF CONTENTS (continued)

LIST OF TABLES

Appendix Tables		Page
A-1	Total number of institutions, total number of institutions with tutoring/mentoring programs and total number of programs by institution characteristics: 1989 (weighted and unweighted data)	A-3
A-2	Distributions of institutions and tutoring/mentoring programs, and percentage of institutions having at least one program by institution characteristics: 1989	A-4
A-3	Distribution of number and mean number of tutoring/mentoring programs by institution characteristics: 1989	A-5
A-4	Services provided by tutoring/mentoring programs by institution and program characteristics: 1989	A-6
A-5	Primary service focus of program by institution and program characteristics: 1989	A-7
A-6	Total number and median number of tutors/mentors participating in a program in a typical week and over the 1987-88 year by institution and program characteristics: 1989	A-8
A-7	Total number and median number of students tutored/mentored in a typical week and over the 1987-88 year by institution and program characteristics: 1989	A-9
A-8	Distribution of the number of tutors/mentors participating in a typical week by institution characteristics: 1989	A-10
A-9	Distribution of the number of tutors/mentors participating over the 1987-88 year by institution and program characteristics: 1989	A-11
A-10	Distribution of the number of students who were tutored/mentored in a typical week by institution and program characteristics: 1989	A-12
A-11	Distribution of the number of students who were tutored/mentored over the 1987-88 year by institution and program characteristics: 1989	A-13
A-12	The number of tutors/mentors participating in program in 1987-88 compared with 1986-87 by institution and program characteristics: 1989	A-14
A-13	Students recommended for program but not able to participate because of lack of tutors/mentors by institution and program characteristics: 1989	A-15

TABLE OF CONTENTS (continued)

LIST OF TABLES (continued)

Appendix Tables		Page
A-14	Tutoring and mentoring program sponsorship by institution and program characteristics: 1989	A-16
A-15	Year tutoring/mentoring program first began operating by institution and program characteristics: 1989	A-17
A-16	Agencies with which program works by institution and program characteristics: 1989	A-18
A-17A	Tutor/mentor eligibility for program participation by institution and program characteristics: 1989	A-19
A-17B	Specific department or divisions from which students are eligible to participate (excludes cases in which all divisions/departments are eligible) by institution and program characteristics: 1989	A-20
A-18	Reasons students participate in the program by institution and program characteristics: 1989	A-21
A-19	Tutor/mentor characteristics by institution and program characteristics: 1989	A-23
A-20	Characteristics of students who are tutored/mentored by institution and program characteristics: 1989	A-24
A-21	School level of students tutored or mentored by institution and program characteristics: 1989	A-25
A-22	Program staff by institution and program characteristics: 1989	A-26
A-23	Program director and assistant coordinator position characteristics by institution and program characteristics: 1989	A-27
A-24	Program director's and assistant coordinator's compensation by institution and program characteristics: 1989	A-28
A-25	Staff responsibilities by institution and program characteristics: 1989	A-29
A-26	Provision of preservice training by institution and program characteristics: 1989	A-30

TABLE OF CONTENTS (continued)

LIST OF TABLES (continued)

Appendix Tables		Page
A-27	Student commitment to the project for specified time by institution and program characteristics: 1989	A-31
A-28	Places tutoring/mentoring sessions take occur by institution and program characteristics: 1989	A-32
A-29	Provision of transportation for tutoring/mentoring sessions by institution and program characteristics: 1989	A-33
A-30	Types of tutoring/mentoring sessions by program characteristics: 1989	A-34
A-31	Usual number of hours spent tutoring/mentoring per week by institution and program characteristics: 1989	A-35
A-32	Usual number of students per tutor/mentor by institution and program characteristics: 1989	A-36
A-33	Length of time students stay in program by institution and program characteristics: 1989	A-37
A-34	Tutor/mentor meeting with staff, reporting of experiences, and monitoring by institution and program characteristics: 1989	A-38
A-35	Average percent of tutor/mentor time spent on basic skills remediation, homework assistance, and recreational or cultural activities by institution and program characteristics: 1989	A-39
A-36	Incentives for tutor/mentor participation by institution and program characteristics: 1989	A-40
A-37	Programs having an identifiable budget, and median budget of those having a budget by institution and program characteristics: 1989	A-41
A-38	Distribution of budget by institution and program characteristics: 1989	A-42
A-39	Costs covered by budget figure for programs having separate identifiable budget by institution and program characteristics: 1989	A-43
A-40	Sources of funding for programs by institution and program characteristics: 1989	A-44

TABLE OF CONTENTS (continued)

LIST OF TABLES

Appendix Tables		Page
A-41	Goals of the tutoring/mentoring programs for students who are tutored/mentored by institution and program characteristics: 1989	A-45
A-42	Goals of the tutoring/mentoring program for tutors/mentors by institution and program characteristics: 1989	A-46
A-43	Evaluation of program outcomes, all institutions: 1989	A-47
A-44	Program contacts by institution and program characteristics: 1989	A-48
A-45	Evaluation of program needs, all institutions: 1989	A-49
B-1	Standard errors for selected statistics	B-9

TABLE OF CONTENTS (continued)

LIST OF FIGURES

Text Figures		Page
1	Prevalence of college sponsored tutoring/mentoring programs for disadvantaged elementary and secondary students by institution characteristics: 1989	3
2	Percentage distribution of total institutions and of institutions having tutoring/mentoring programs by institution characteristics: 1989	4
3	Total number and mean number of tutoring/mentoring programs by institution characteristics: 1989	5
4	Services provided by programs and primary service of program: 1989	6
5	Number of participants over the 1987-88 school year	7
6	Distribution of program size: 1989	8
7	Distribution of college and university enrollment and distribution of program participants by institution control: 1989	9
8	Percentage distribution of year tutoring/mentoring program began operation: 1989	11
9	Agencies with which programs work: 1989	12
10	Percentage distribution of tutor/mentor eligibility: 1989	13
11	Reasons college students participate in program: 1989	14
12	Characteristics of tutors/mentors and students who are tutored/ mentored: 1989	15
13	School level of students who are tutored/mentored: 1989	16
14	Program staff and time commitment: 1989	18
15	Provision of preservice training and hours of training: 1989	19
16	Most frequent place for tutoring/mentoring sessions and provision of transportation: 1989	20
17	Types of tutoring/mentoring sessions: 1989	21
18	Usual hours spent tutoring/mentoring: 1989	22
19	Number of students per tutor/mentor: 1989	23

LIST OF FIGURES (continued)

Text
Figures

		Page
20	Length of time students who are tutored/mentored stay in the program and length of program operation: 1989	24
21	Tutor/mentor meeting with staff, reporting of experiences, and monitoring by program staff: 1989	25
22	Average percentage of tutor/mentor time spent on selected activities by program primary focus: 1989	26
23	Incentives for college students' participation in tutoring/mentoring program: 1989	27
24	Sources of funding for tutoring/mentoring programs: 1989	29
25	Program evaluation of success in meeting goals: 1989	31
26	Evaluation of program needs: 1989	33

Appendix
Figures

B-1	Percentage of each type of institution that are public and private	B-6
B-2	Percentage of each type of institution that are in each size category	B-6
B-3	Percentage of each size of institution that are public and private	B-7
B-4	Percentage of public and private institutions that are four-year and two-year	B-7
B-5	Percentage of public and private institutions in each size category	B-8

INTRODUCTION

Survey Background

The Higher Education Survey of College Tutoring and Mentoring Programs for Disadvantaged Elementary and Secondary Students was commissioned by the Department of Education's Office of Planning, Budget and Evaluation in response to a request by Congress for information on the number, characteristics, effectiveness, and problems of college based tutoring and mentoring programs. While college based community service projects are not new, recently there has been renewed interest and a growing movement of public service ventures on college campuses.[1] Higher education institutions are also increasingly aware of the importance of establishing relationships with secondary schools and of the crucial role colleges can play in high school dropout prevention and fostering minority participation in higher education. This awareness has been combined with a growing recognition of the importance of providing college students with increased opportunities for applied professional experience while they are in college.

At the time the survey was commissioned, there was no representative national listing of college sponsored tutoring and mentoring programs. Prior to conducting the survey we developed a listing of program names and contacts. We began by contacting study coordinators for each college in our nationally representative Higher Education Survey Panel and asking whether or not the college sponsored any programs. In some cases several institutional offices were called. We obtained the names of the programs and a contact person for each tutoring and mentoring program sponsored by the institution. All identified programs were then sent a questionnaire. The questionnaire contained an additional screening question and also asked respondents if they knew of any additional programs that we might have missed in our initial attempt to identify programs. As a result of this screening, a number of programs initially identified were found to be ineligible, and some new programs were added.

Programs were considered eligible if they were college sponsored programs that involved undergraduate or graduate college students working with preschool, elementary, or secondary school students either as tutors or mentors. The study excluded programs in which college students tutored or mentored other college students (peer tutoring), faculty-only tutoring projects, and sports camps unless they were specifically aimed at disadvantaged students and involved tutoring or mentoring. Also excluded were instances in which individual students were hired to tutor individual children through use of such means as a college sponsored bulletin board or ads in the college paper. The study excluded classroom student teaching,

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[1] Hirschorn, Michael W., "Coalition of 120 Colleges Hopes to Encourage a Million Students to Tutor 'At Risk' Youths." *Chronicle of Higher Education*, vol. 34, no. 20, Jan. 1988.

but included programs in which tutoring or mentoring was a part of a course or program requirement. The following is the text of the definition that appeared on the survey.

Definition of Tutoring and Mentoring Programs

The term "tutoring and mentoring programs" refers to college sponsored programs that involve undergraduate or graduate college students working with preschool, elementary, or secondary schools students to help the younger students improve their academic skills and motivate them to continue their education. In particular we are interested in programs that target economically disadvantaged schools or children for their assistance. We are also including programs that concentrate mainly on what is called "mentoring." These programs may not have a direct academic focus, but are designed to provide successful role models and to help improve self-esteem. They may have a recreational or friendship focus rather than an academic one. College students may participate in the program as volunteers, as part of a course requirement, or as paid employees.

For this survey, exclude programs in which college students tutor other college students and adult literacy programs. Include programs for preschool children only if they involve tutoring or mentoring.

To be included in the study, the program had to involve tutoring or mentoring; however, these services did not have to be the primary service provided by the program. The screening response rate was 100 percent and the questionnaire response rate was 93 percent. The data were weighted to produce national estimates and adjusted for survey nonresponse. Appendix A presents detailed tables of the survey findings; Appendix B discusses the sample and survey methodology; and Appendix C shows the survey questionnaire.

SUMMARY OF FINDINGS

Prevalence

College sponsored tutoring and mentoring programs meeting the survey definition were found in slightly under one-third (29 percent) of all two-and four-year colleges and universities. Of the 3,212 colleges, 921 were found to have at least one program (Figure 1 and Appendix Tables A-1 and A-2). Four-year institutions more frequently had programs than two-year institutions, with 40 percent of four-year schools having at least one program, compared with only 11 percent of two-year schools (Figure 1 and Appendix Table A-2). Consequently, 84 percent of the institutions sponsoring programs are four-year institutions, but only 16 percent are two-year institutions (Figure 2).

Doctoral institutions, most likely to be large institutions, also were most likely to have programs, with 75 percent having at least one program (Appendix Table A-2). Larger institutions were more likely to have programs than smaller schools, with 47 percent of schools with 6,000 or more enrollment having programs compared with 21 percent of schools with less than 1,500 enrollment (Figure 1).

Figure 1. Prevalence of college sponsored tutoring/mentoring programs for disadvantaged elementary and secondary students by institution characteristics: 1989

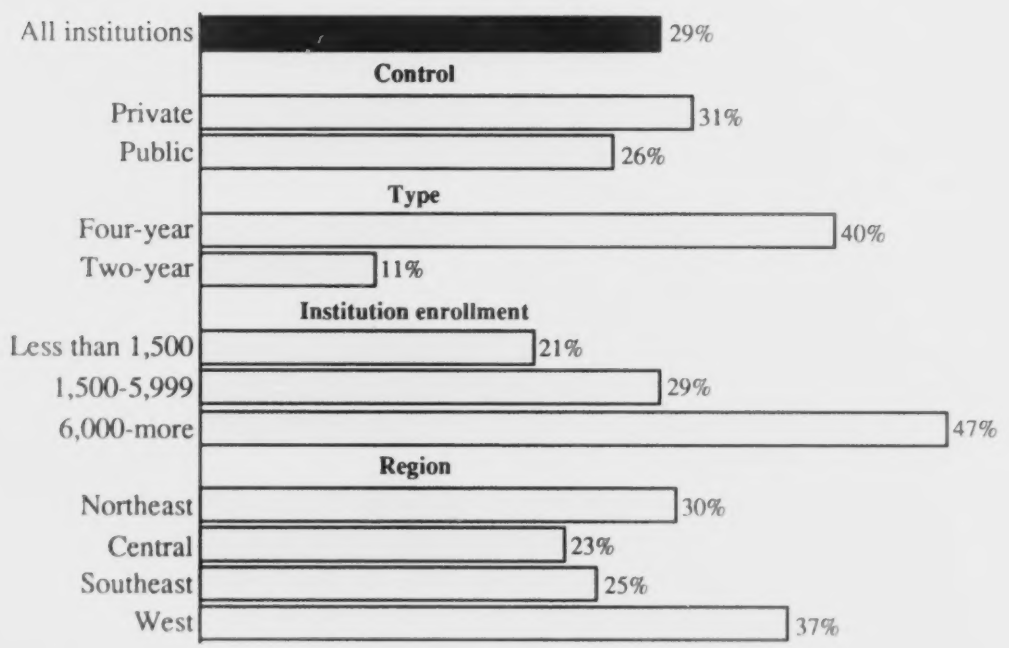
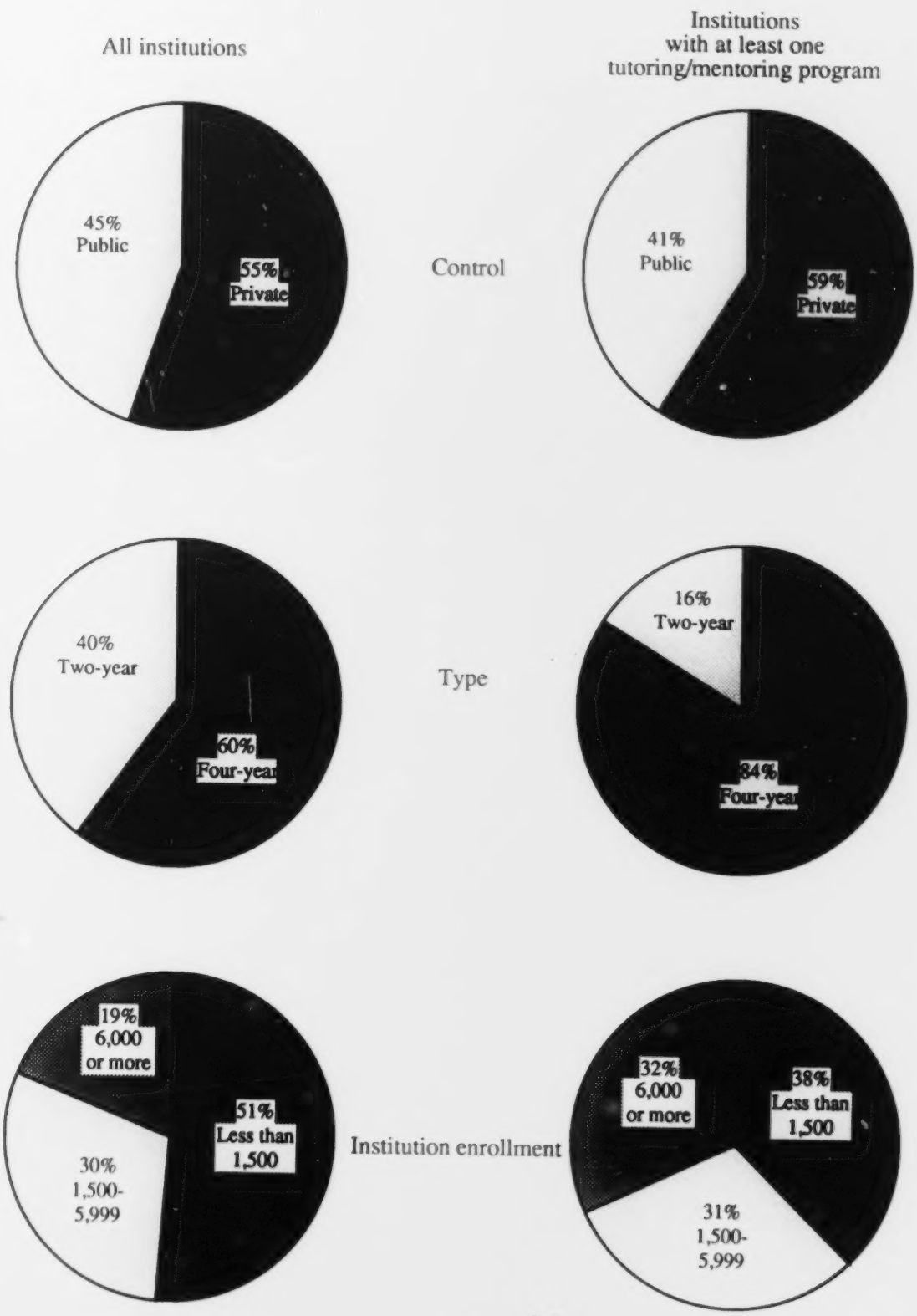


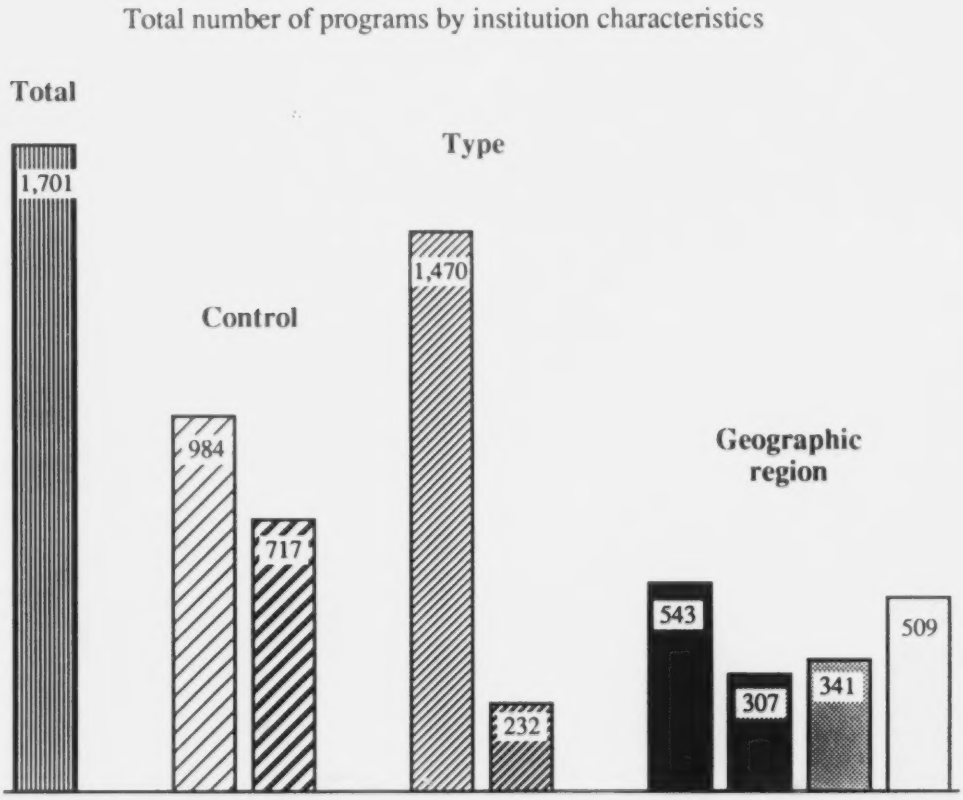
Figure 2. Percentage distribution of all institutions and of institutions having tutoring/mentoring programs by institution characteristics: 1989



Number of Programs

Nationwide there are an estimated 1,701 programs, with the largest number of programs located in the West (509) and Northeast (543). Colleges sponsoring programs often had more than one program, averaging 1.85 programs each (Figure 3 and Appendix Table A-3). Larger institutions (those with 6,000 or more enrollment) averaged 2.46 programs compared with 1.49 programs for smaller institutions (those with less than 1,500 enrollment).

Figure 3. Total number and mean number of tutoring/mentoring programs by institution characteristics: 1989



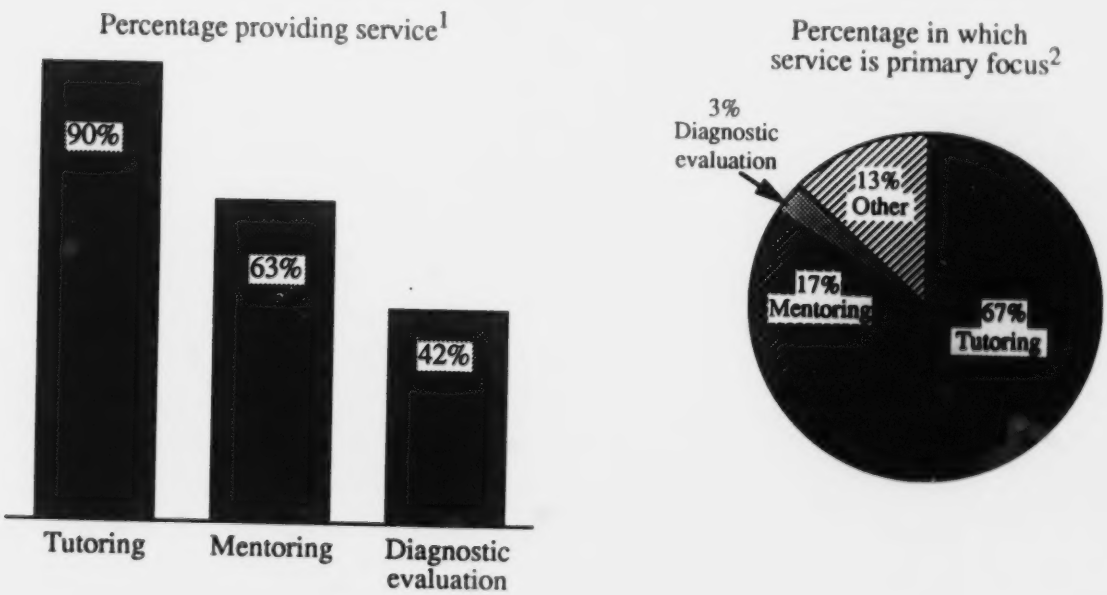
	Total	Private	Public	Four-year	Two-year	North east	Central	South east	West
Mean number of programs*	1.85	1.83	1.88	1.89	1.61	2.00	1.48	1.97	1.89

* Excludes those institutions having no programs (see Appendix Table A-3 for mean number of institutions including those that have no programs.)

Program Focus

All of the programs included in our study provided tutoring or mentoring services (90 percent provided tutoring and 63 percent provided mentoring); however, not all of the programs had tutoring or mentoring as the primary focus (Figure 4 and Appendix Tables A-4 and A-5). Two-thirds (67 percent) identified tutoring as the primary focus of the program and 17 percent had mentoring as a primary focus. Another 3 percent identified diagnostic evaluation as the primary focus and 13 percent indicated some "other" service was primary. These "other" services included such activities as dropout prevention, respite care, music lessons, cultural enrichment, athletic development, therapy or counseling, preparation for test taking, career awareness, preparation of reading specialists, and direct intervention with young handicapped children and their families.

Figure 4. Services provided by programs and primary service of program: 1989



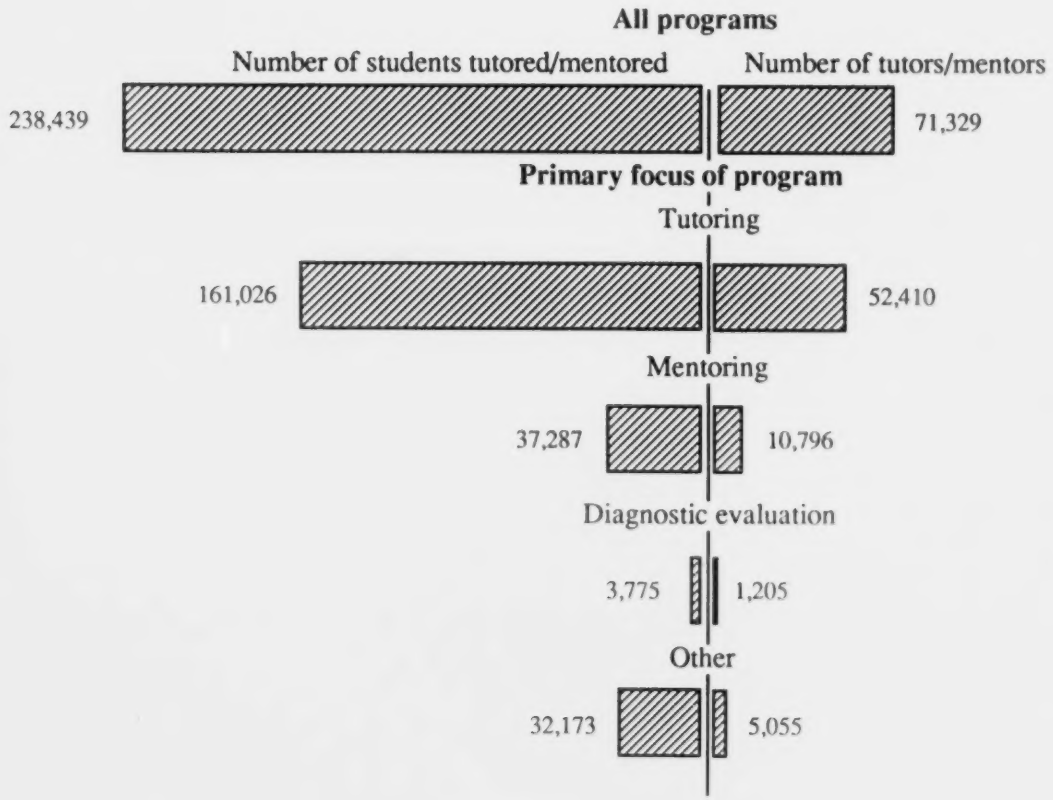
[1] All programs included in the study provided either tutoring or mentoring.

[2] Not all programs provided tutoring or mentoring as primary service.

Number of Students Served

Programs operating in 1987-88 involved about 71,300 college students (about 1 percent of total *full-time* enrollment in higher education) serving about 240,000 elementary and secondary students over the 1987-88 school year (about .06 percent of elementary and secondary students)[2] (Figure 5 and Appendix Tables A-6 and A-7).

Figure 5. Number of participants over the 1987-88 school year



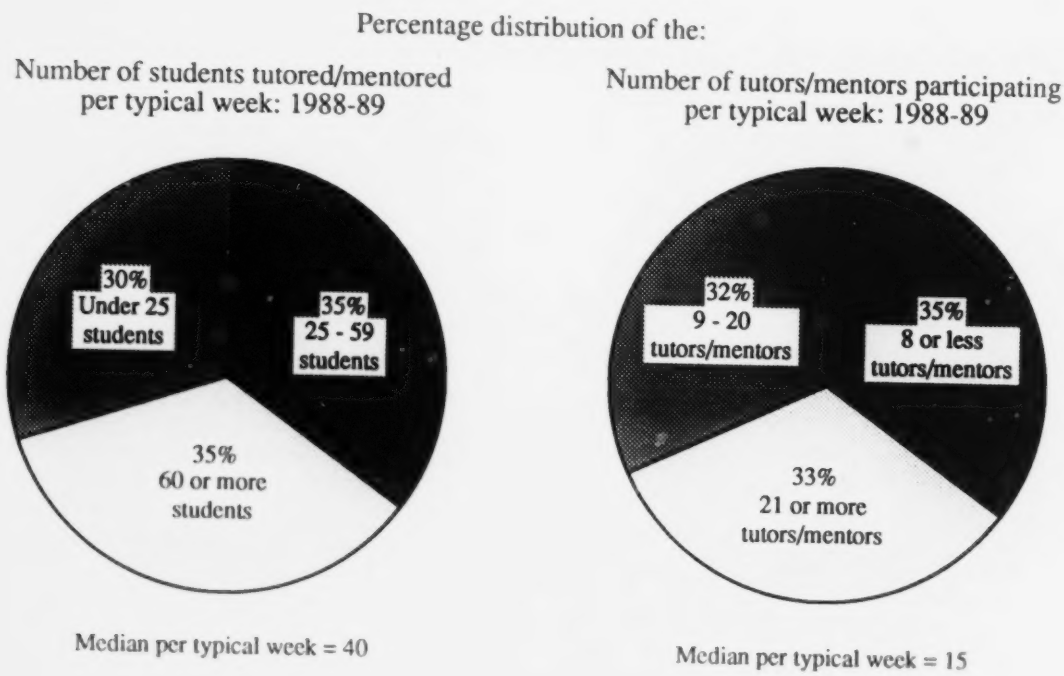
[2]Of the total programs identified, about 16 percent had not been operating for the full 1987-88 year and hence did not give figures for total served over the 1987-88 year. Percentages of higher education enrollment were based on full-time higher education enrollment of 7.1 million for 1985 (*Digest of Education Statistics 1988*, p.143) and enrollment in elementary and secondary schools of 40 million (*Digest of Education Statistics 1988*, p.48).

Program Size

Most tutoring and mentoring programs are small. The median number of tutors/mentors participating in a typical week was 15 and over the course of the year, 20 (Figure 6 and Appendix Table A-6). For purposes of classification for this report, programs were grouped by the number of tutors/mentors participating in a typical week into three size groups: small programs with 8 or with fewer tutors/mentors (35 percent of the total); medium programs with 9 to 20 tutors/mentors (32 percent of the total); and larger programs with 21 or more tutors/mentors (33 percent of the total).

The number of students served over the course of the year was about three times the number of tutors/mentors participating over the year (Figure 5 and Appendix Tables A-6 and A-7). The median number of children tutored in a typical week was 40 and over the course of the year, 60. Just under one-third (30 percent) of the programs tutored/mentored fewer than 25 students per week, and just over one-third (35 percent) served 60 or more per week (Figure 6 and Appendix Tables A-10 and A-11).

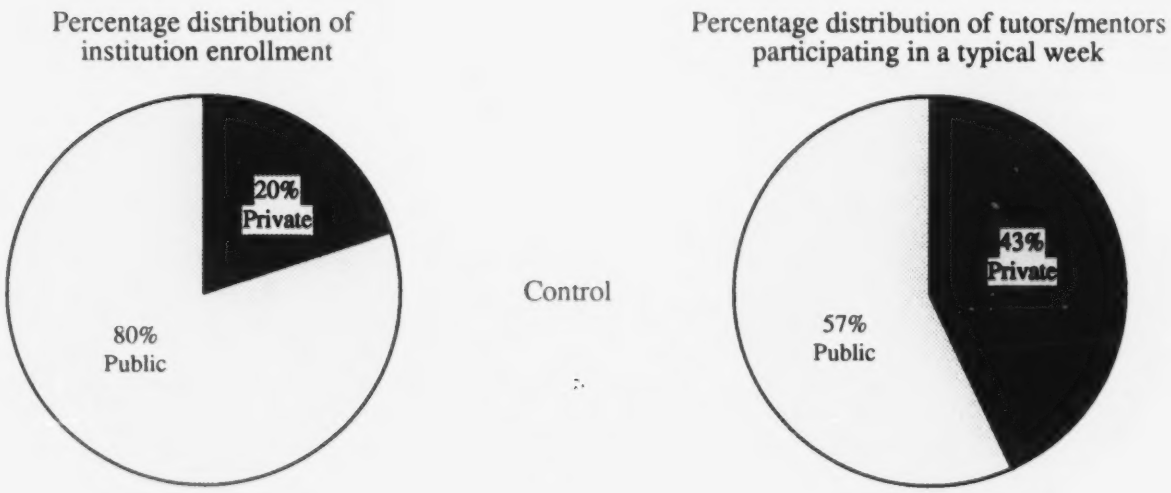
Figure 6. Distribution of program size: 1989


Percentage distribution of the:
Number of students tutored/mentored per typical week: 1988-89
30% Under 25 students
35% 25 - 59 students
35% 60 or more students
Median per typical week = 40
Number of tutors/mentors participating per typical week: 1988-89
32% 9 - 20 tutors/mentors
35% 8 or less tutors/mentors
33% 21 or more tutors/mentors
Median per typical week = 15

Distribution of College Participants

As can be seen in Figure 7, while the majority of tutors/mentors participating in a typical week attended public institutions (57 percent), students attending private colleges were much more likely to be involved in tutoring/mentoring programs. Students enrolled in private institutions make up only about 20 percent of total college enrollment; however, 43 percent of the tutors/mentors participating in a typical week were from private institutions.

Figure 7. Distribution of college and university enrollment and distribution of program participants by institution control: 1989



Participation in 1987-88 Compared With 1986-87

Over half of the programs (59 percent) indicated that the number of tutors/mentors participating was about the same in 1987-88 as it had been in 1986-87; 35 percent indicated that the number was greater, and 7 percent that it was less than the previous year (Appendix Table A-12). Programs from small institutions least frequently indicated that the number of tutors/mentors had increased, with only 20 percent indicating the number was greater in 1987-88 than in 1986-87 compared with 44 percent for medium-sized institutions and 41 percent for large institutions.

Students Waiting for Tutors/Mentors

One-third (33 percent) of the programs indicated there were students recommended for the program who were unable to participate because of a lack of tutors/mentors (Appendix Table A-13). This percentage was highest for larger programs (46 percent for larger programs compared with 22 percent for smaller programs). Of those having students recommended but unable to participate, the median number unable to participate was 15 for programs sponsored by small institutions and 30 for programs sponsored by large institutions. The national median was 20.

Program Sponsorship

All programs included in our study were college sponsored in some way; however, the type of sponsorship varied by program. Almost one-half (49 percent) were sponsored by a college division or department (Appendix Table A-14). The remainder were about evenly divided between sponsorship by a college public service center (13 percent), a student organization (11 percent), or a college administrative office (11 percent). About 16 percent indicated that some "other" unit provided primary sponsorship. Often these were programs with strong outside sources of funding and identity such as the Federal government, Campus Ministry, or the State Department of Education.

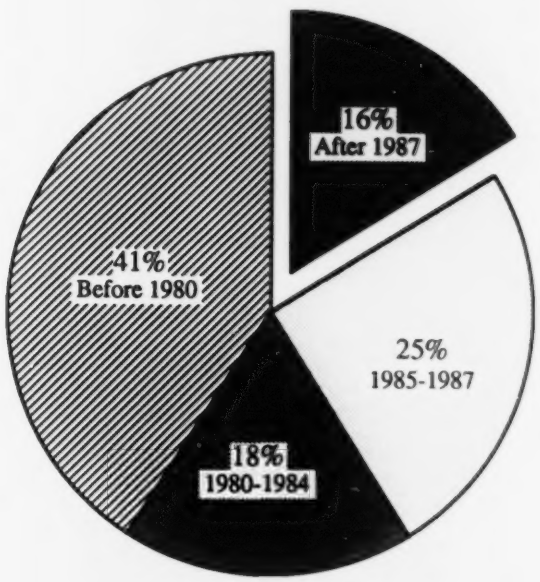
Program Affiliation

Programs were also asked whether they were affiliated with any national, regional, State or other organization concerned with tutoring or mentoring. Of the total programs 18 percent indicated having affiliation with a national organization, 7 percent with a regional group, 14 percent with a State group, and 5 percent with some other group (data not shown). Among the national organizations mentioned were Upward Bound, Big Brother, Big Sister, National Council of Educational Opportunity, Change, Inc., National Trio Programs, Boy Scouts of America, Boys and Girls Clubs, Career Beginnings, Council of Black Independent Institutions, National College Athletic Association, NAACP, Urban League, Washington Education Project, Office of Migrant Education, and the U.S. Department of Education.

Length of Program Operation

College sponsored tutoring and mentoring programs operating in 1989 included a range of older and newer programs with the majority of programs (59 percent) being established since 1980 (Figure 8 and Appendix Table A-15). Forty-one percent of the programs were operating before 1980, and 13 percent reported beginning before 1970 (data not shown). However, 41 percent were less than 5 years old (were established in 1985 or after) and 16 percent began only in 1988 or 1989. It would seem that there has been an increase in the establishment of programs in the last five years; however, since we have no data on the extent to which programs go out of operation or are reorganized with different names and staff, we cannot definitely conclude that there has been an increase in recent years.

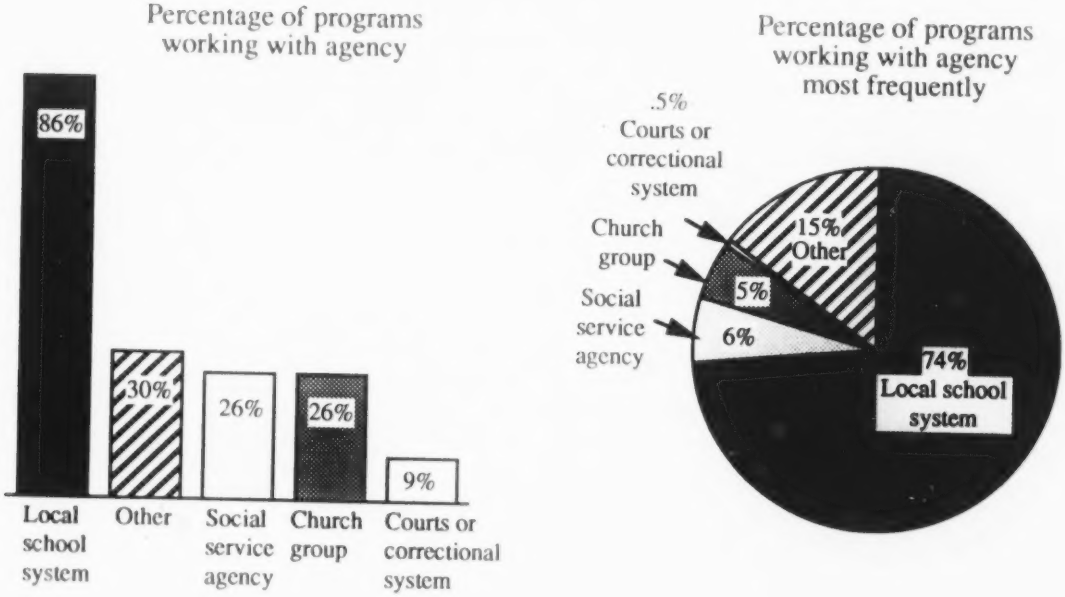
Figure 8. Percentage distribution of year tutoring/mentoring program began operation: 1989



Agencies with Which Programs Work

Of all programs, 86 percent worked at some time with the local school system, 26 percent with social service agencies, 26 percent with church groups, and 9 percent with the courts/correctional system (Figure 9 and Appendix Table A-16). When asked to identify the agency with which they worked most frequently, almost three-fourths (74 percent) worked most frequently with the school system, 6 percent with social service agencies, 5 percent with church groups, and less than 1 percent with the courts/correctional system.

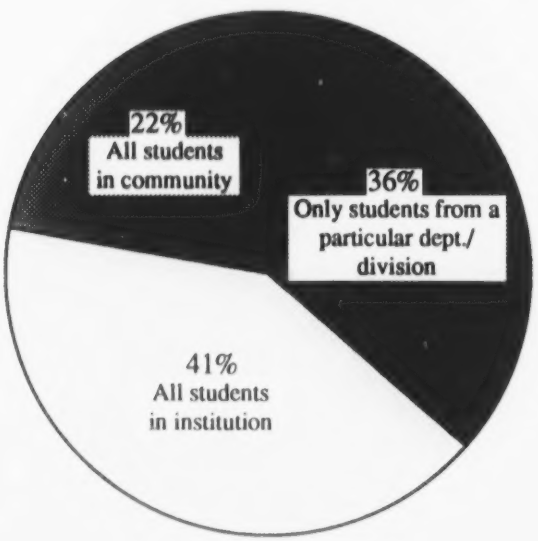
Figure 9. Agencies with which programs work: 1989



Tutor/ Mentor Eligibility

Most colleges limit participation as tutors/mentors in the program to students attending the sponsoring institution (77 percent). However, in 22 percent of the programs, all college students in the community are eligible to serve as tutors/mentors (Figure 10 and Appendix Table A-17A). In about one-third (36 percent) of the programs only students from a particular department or division participated. Limiting participation to a particular division was most prevalent for programs having diagnostic evaluation as a primary focus rather than tutoring or mentoring. Seventy-seven percent of the programs having diagnostic evaluation as a primary focus took tutors/mentors only from specific departments and divisions compared with 37 percent for programs with tutoring and 28 percent for programs with mentoring as a primary focus. Among all programs limiting eligibility to a particular department or division, over half (56 percent) specified the Education department/division as the one from which eligible tutors/mentors were drawn (Appendix Table A-17B).

Figure 10. Percentage distribution of tutor/mentor eligibility: 1989

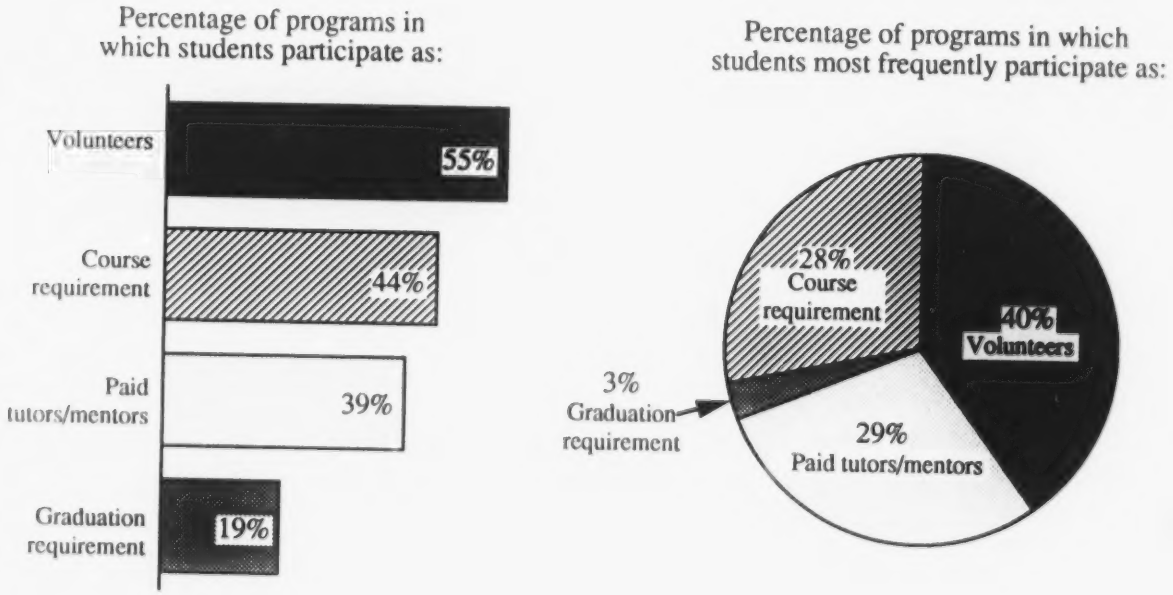


Reasons for Participating

Tutoring and mentoring by college students is done for a variety of reasons. Of all programs, 40 percent indicated that the most frequent reason students participated was as "volunteers with no course or program requirement" (Figure 11 and Appendix Table A-18). The remaining 60 percent were split between programs in which students most frequently participated as "paid tutors/mentors" (29 percent) and programs in which students most frequently participated as "part of a course requirement" (28 percent). In 3 percent, the most frequent reason was that the program was required for graduation.

Significant differences were found between the programs in private and public colleges regarding the most frequent reason for participation. Programs sponsored by private colleges were more likely to be volunteer programs than those sponsored by public colleges (51 percent compared with 23 percent), while public colleges were more likely to have students participating as paid tutors/mentors (41 percent of public colleges compared with 20 percent of private colleges).

Figure 11. Reasons college students participate in program: 1989



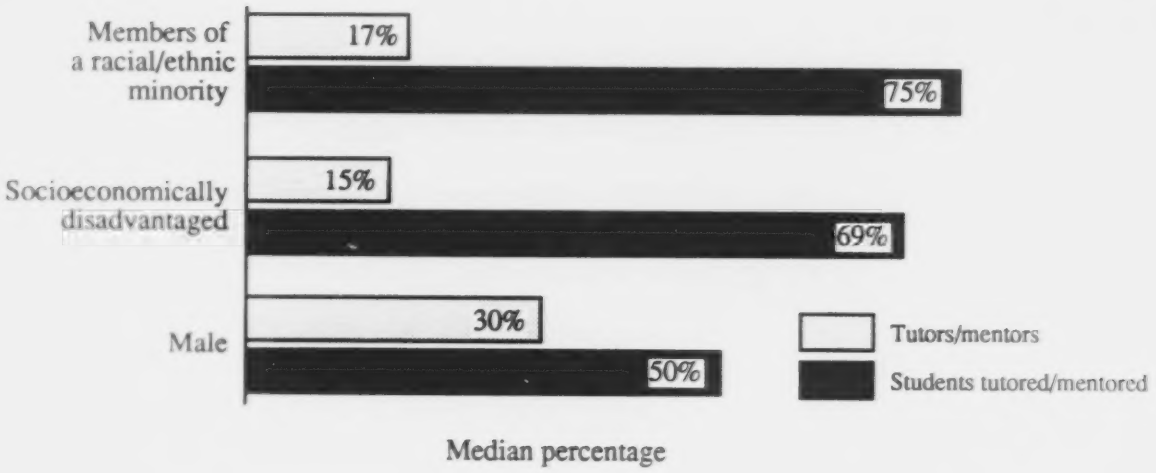
Mentoring programs were more frequently volunteer programs than were tutoring programs. Two-thirds (67 percent) of the mentoring programs stated that participants most frequently were volunteers compared with about one-third (35 percent), of tutoring programs. Tutoring programs were about evenly split between participation as part of a course requirement (32 percent), volunteering (35 percent), and as paid tutors (29 percent). Diagnostic evaluation programs that involved some tutoring or mentoring were most frequently part of a course requirement.

Characteristics of Participants

Respondents were asked to provide certain demographic data on the tutors/mentors and on the students who were tutored or mentored. Before presenting these data it should be noted that a number of respondents indicated they did not keep records on the information requested. We then asked respondents to give their best estimates. Some caution is thus warranted in interpreting these data.

Of the total college tutors/mentors participating at any given time respondents estimated that about 23 percent were members of a racial/ethnic minority, 19 percent were socioeconomically disadvantaged, and 31 percent were male (Figure 12 and Appendix Table A-19).[3] The corresponding median percentages were 17, 15, and 30.

Figure 12. Characteristics of tutors/mentors and students who are tutored/mentored: 1989

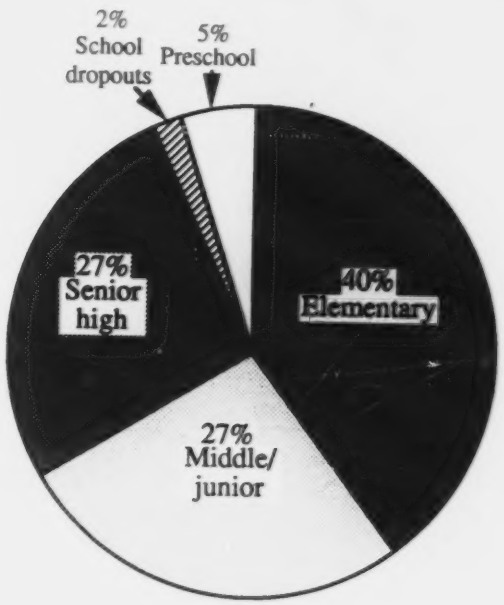


[3] This estimate was obtained by weighting the percent of tutors/mentors reported to be members of racial/ethnic minorities by the total number of tutors/mentors reported participating in a typical week in addition to the program weight to produce national estimates.

Of the students who were tutored or mentored, 59 percent were estimated to be members of a racial/ethnic minority, 55 percent to be socioeconomically disadvantaged, 52 percent to be academically disadvantaged, and 49 percent to be male (Figure 12 and Appendix Table A-20). The corresponding median percents were higher--75, 69, 65, and 50 percent, respectively. The relatively large differences between the median and the mean for percent minority and percent economically disadvantaged reflect the distribution of responses. For example, while for most programs the percent of minorities was very high (over 75 percent or more), there were also programs in some areas of the country where the percent of minorities was almost 0, thus lowering the overall mean percentage.

Students tutored or mentored most frequently were in elementary schools (40 percent). Five percent of the students tutored/mentored were in preschool, 27 percent in middle/junior high, 27 percent in senior high, and 2 percent were school dropouts (Figure 13 and Appendix Table A-21).

Figure 13. School level of students who are tutored/mentored: 1989



Average percentage of students who are at each school level

Program Staff

Overall, 88 percent of the programs had a head coordinator and 59 percent had at least one assistant coordinator (Figure 14 and Appendix Table A-22). The median number of assistant coordinators was two. Programs having diagnostic evaluation as a primary function (only 3 percent of our total programs) least frequently had assistant coordinators (20 percent), while 100 percent of diagnostic evaluation programs had head coordinators.

Less than one-third (29 percent) of the head coordinators and 24 percent of the assistant coordinators were full time for the project, with most being either part-time staff or full-time staff with only a part-time commitment to the tutoring or mentoring program (Figure 14 and Appendix Table A-23).

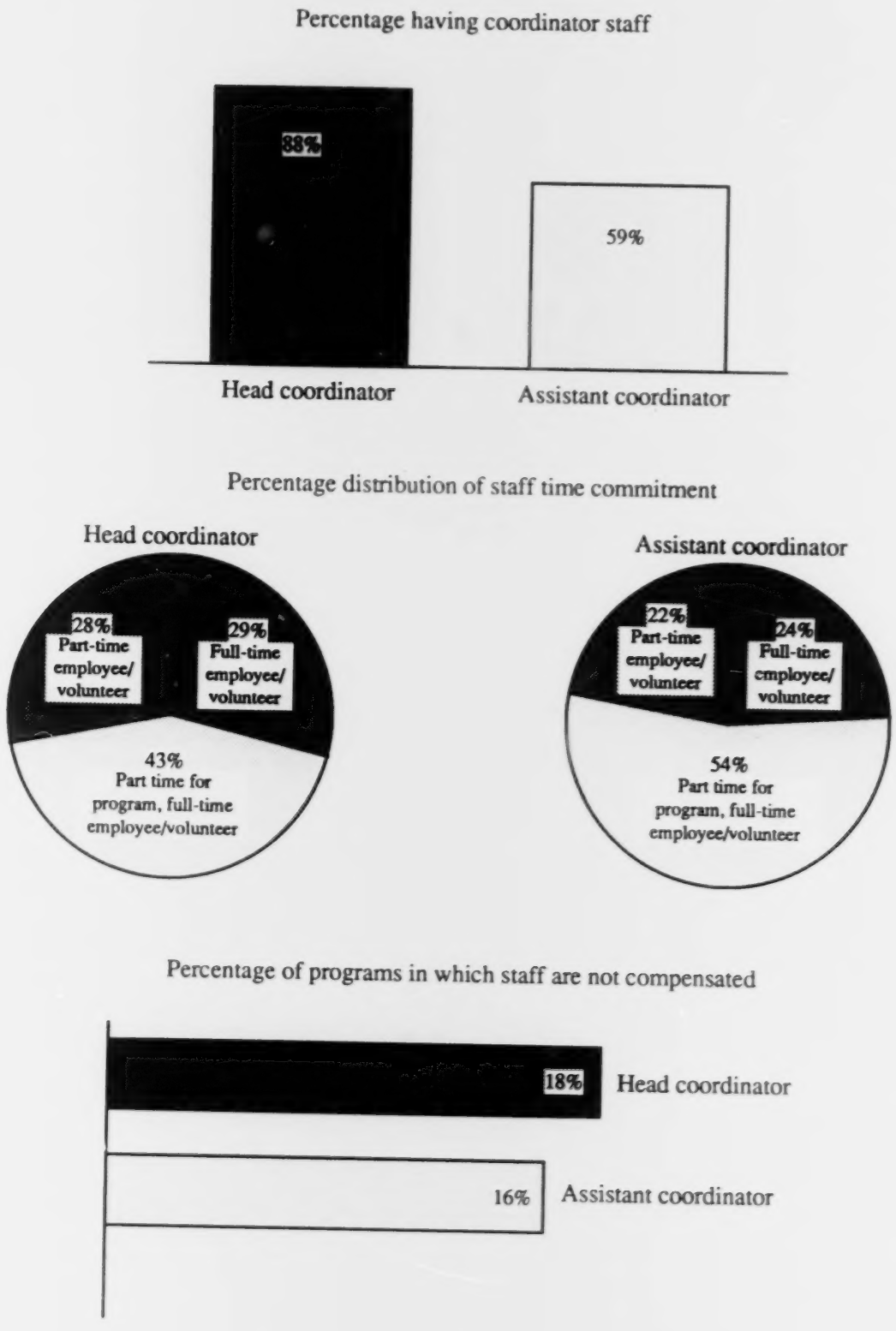
The head coordinator position was most frequently filled by a faculty member (41 percent) or an administrator (29 percent) (Appendix Table A-23). In 18 percent of the programs, the head coordinator was a graduate or undergraduate student. The assistant coordinator was most frequently a graduate or undergraduate student (43 percent).

Of the programs having head coordinators, in almost one-fifth (18 percent) the head coordinator was a volunteer with no compensation; in 16 percent of the programs having assistant coordinators, the assistant coordinator was a volunteer (Appendix Table A-24). Fifty-six percent of the programs having head coordinators compensated them through a general university salary and 13 percent through a special salary for the program. Thirty-nine percent of the assistant coordinators were compensated through a general university salary and 20 percent through a salary for the specific program. Stipends were given by 9 percent of the programs for the head coordinator, and by 17 percent for the assistant coordinators. Academic credit and tuition/fee reimbursements were given less frequently.

Staff Responsibilities

Responsibilities of the head coordinator most frequently involved training or advising tutors/mentors (82 percent of programs), recruiting tutors (75 percent), monitoring tutors (74 percent), and working with the school or school administration (74 percent). Head coordinators somewhat less frequently were involved in working with classroom teachers (65 percent) and their responsibilities least frequently included working with parents or PTAs (56 percent; Appendix Table A-25). Assistant coordinators' responsibilities were similar to those of the head coordinators; however, they worked with school administrators less frequently than did head coordinators (55 percent compared to 74 percent).

Figure 14. Program staff and time commitment: 1989



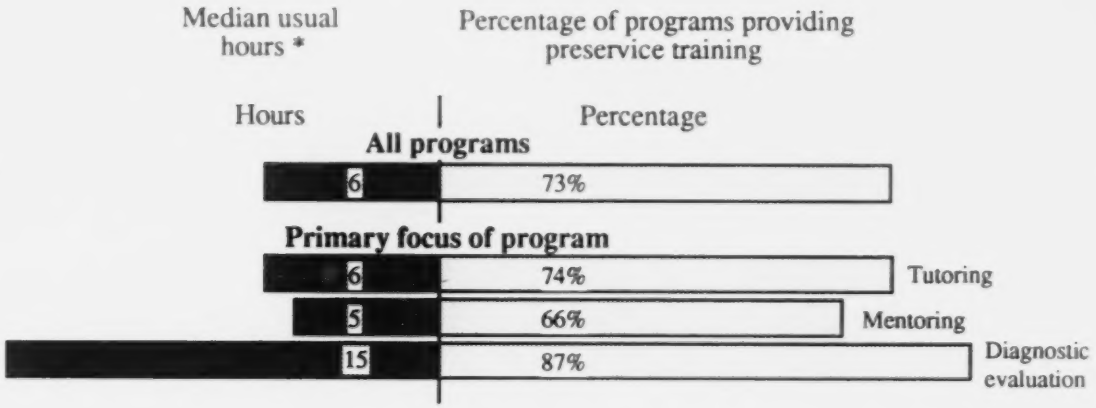
Preservice Training

Preservice training was provided by about three-fourths (73 percent) of the programs. Of the programs providing training, 85 percent required attendance and 15 percent made it optional (Figure 15 and Appendix Table A-26.) While preservice training was offered by a large number of programs, for 65 percent of the programs the training was less than 10 hours long (Figure 15). One-third (34 percent) of the programs providing training offered 3 or fewer hours, and about 14 percent provided more than 20 hours. The median length of preservice training was 6 hours.

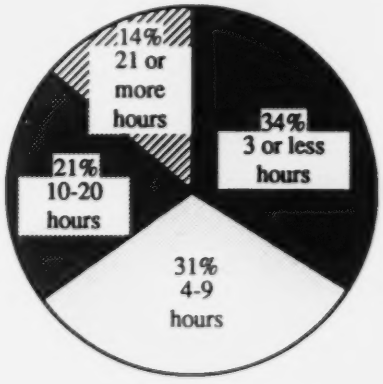
Program Commitment

Almost all (94 percent) of the programs expected the students to make a commitment to the program for a specified length of time (Appendix Table A-27). In most cases the length of the commitment was about one-half of the academic year. The median number of weeks of the commitment was 15, and the mean was 19 weeks (data not shown). Most tutors/mentors (a median of 96 percent) completed this commitment.

Figure 15. Provision of preservice training and hours of training: 1989



Percentage distribution of usual number of hours preservice training*



* Excludes those offering no training, 27 percent of total programs.

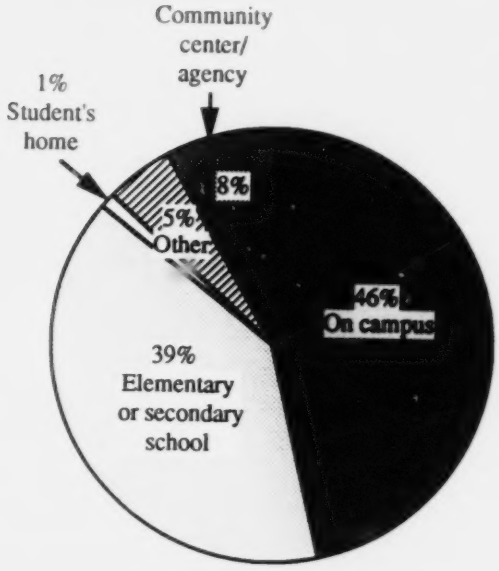
Places for Program Sessions

The "most frequent place" for tutoring/mentoring sessions to be held was the college campus for 46 percent of the programs (Figure 16 and Appendix Table A-28). The elementary or secondary school was the "most frequent place" for 39 percent; a community center, for 8 percent, and the students' homes, for only 1 percent. Programs with tutoring as a primary focus were more likely to "most frequently" hold sessions in the elementary or secondary schools than were programs with mentoring or diagnostic evaluation as a primary focus (49 percent compared with 19 and 12 percent, respectively).

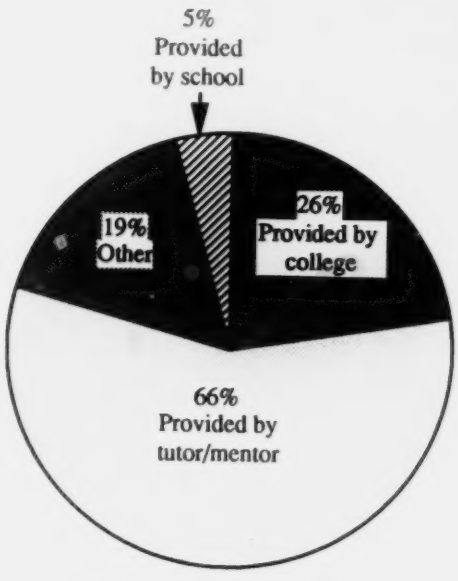
Transportation

Only about one-fourth (26 percent) of the colleges and 5 percent of the elementary or secondary schools provided transportation for the tutors/mentors (Figure 16 and Appendix Table A-29). More frequently transportation was provided by the tutors/mentors themselves (66 percent). Mentoring programs more frequently had transportation provided by the college than did tutoring programs (42 percent compared with 23 percent). Reimbursement for providing transportation was not frequent, with only 21 percent of programs in which tutors/mentors provided transportation indicating that they reimbursed the tutors/mentors.

Figure 16. Most frequent place for tutoring/mentoring sessions and provision of transportation: 1989



Percentage distribution of most frequent place

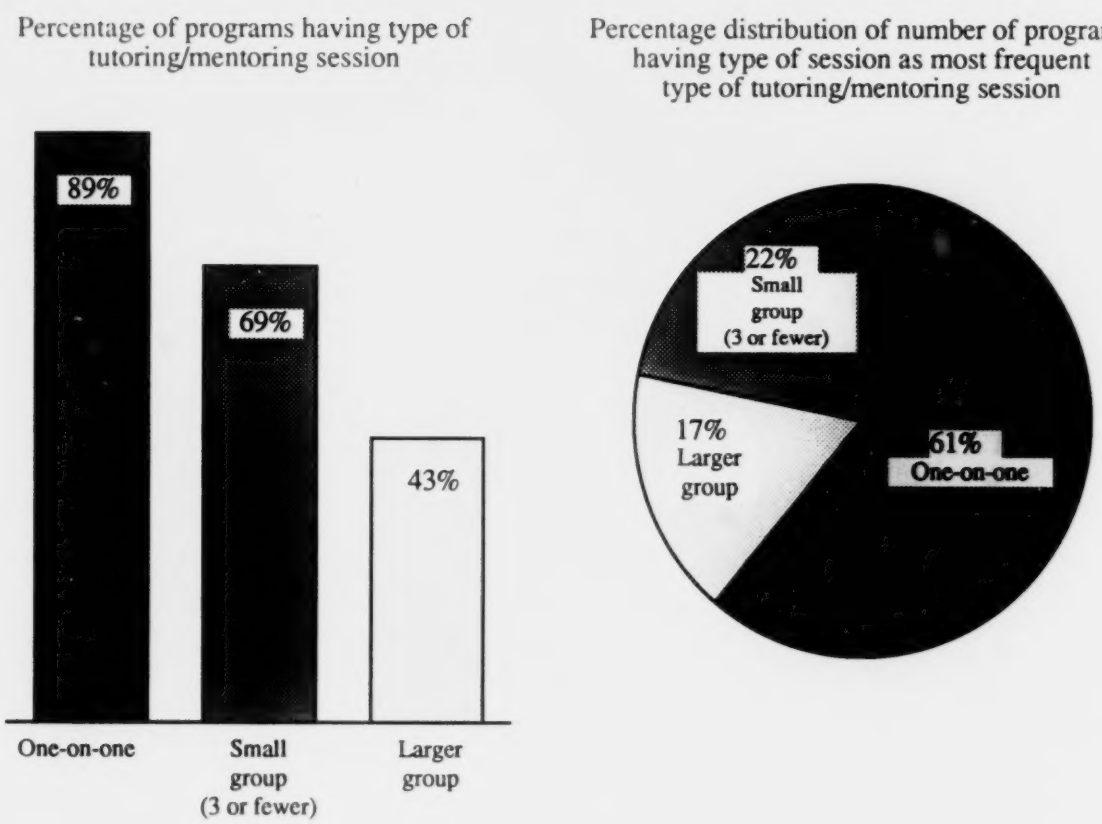


Percentage distribution of provision of transportation

Types of Sessions

Eighty-nine percent of the programs had some one-on-one tutoring/mentoring sessions as part of their program; 69 percent had some small group sessions, and 43 percent had some larger group sessions (Figure 17 and Appendix Table A-30). When asked which type of session was most frequent, 61 percent indicated that one-on-one sessions were most frequent, 22 percent that small group sessions were most frequent, and 17 percent that larger group sessions were most frequent. Larger group sessions were more frequently used by mentoring programs than tutoring programs (37 percent of mentoring compared with 8 percent of tutoring).

Figure 17. Types of tutoring/mentoring sessions: 1989

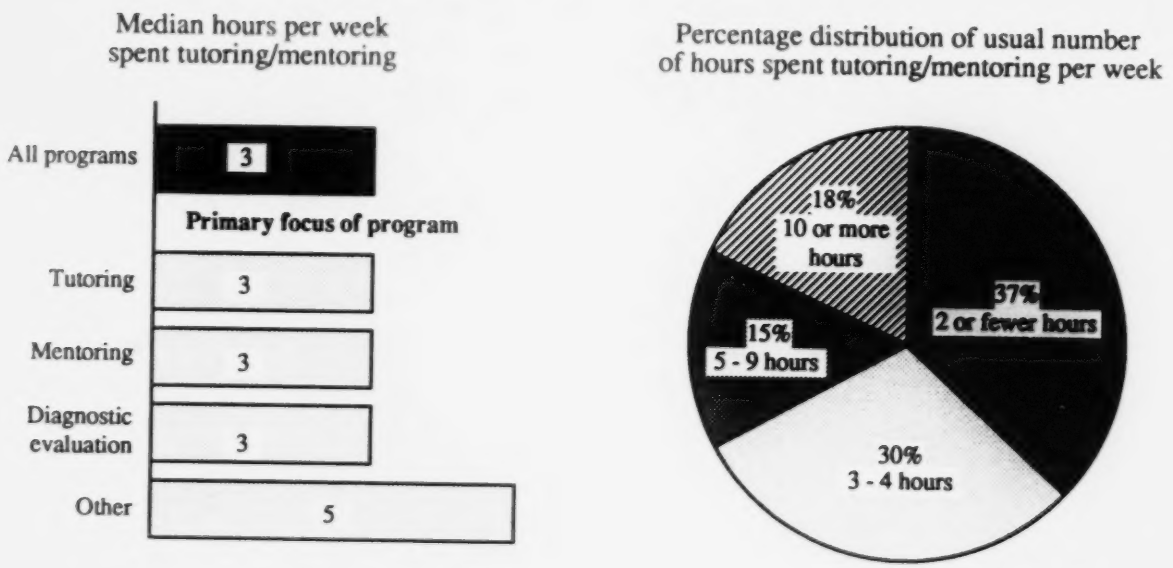

Percentage of programs having type of tutoring/mentoring session
89%
69%
43%
One-on-one
Small group (3 or fewer)
Larger group
Percentage distribution of number of programs having type of session as most frequent type of tutoring/mentoring session
22% Small group (3 or fewer)
17% Larger group
61% One-on-one

33

Time Spent Tutoring and Mentoring

The median number of hours college students spent tutoring or mentoring per week was 3 (Figure 18 and Appendix Table A-31). In 37 percent of programs, tutors/mentors spent 2 or fewer hours tutoring or mentoring and in about one-third of the programs tutors/mentors spent 5 or more hours. Larger programs more frequently had tutors/mentors spending fewer hours per week than did smaller programs. For example, in 45 percent of the programs with 21 or more tutors/mentors participating in a typical week, the tutors/mentors spent 2 or fewer hours per week compared with only 25 percent of programs with 8 or fewer tutors/mentors.

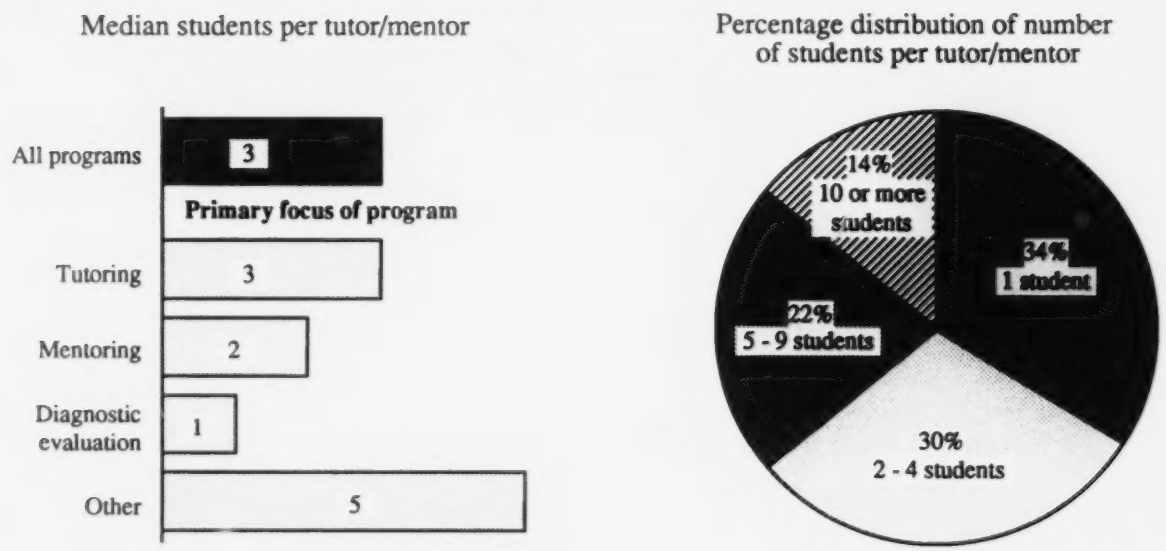
Figure 18. Usual hours spent tutoring/mentoring: 1989



Usual Number of Students Per Tutor/Mentor

The median usual number of students per tutor/mentor was three (Figure 19 and Appendix Table A-32). One-third of the tutors/mentors had only one student, and 36 percent had five or more students. Consistent with the number of hours spent, tutors/mentors in small programs also had a larger number of students. The median number for programs with 8 or fewer tutors/mentors was 5 compared with 1 for programs with 21 or more tutors/mentors.

Figure 19. Number of students per tutor/mentor: 1989



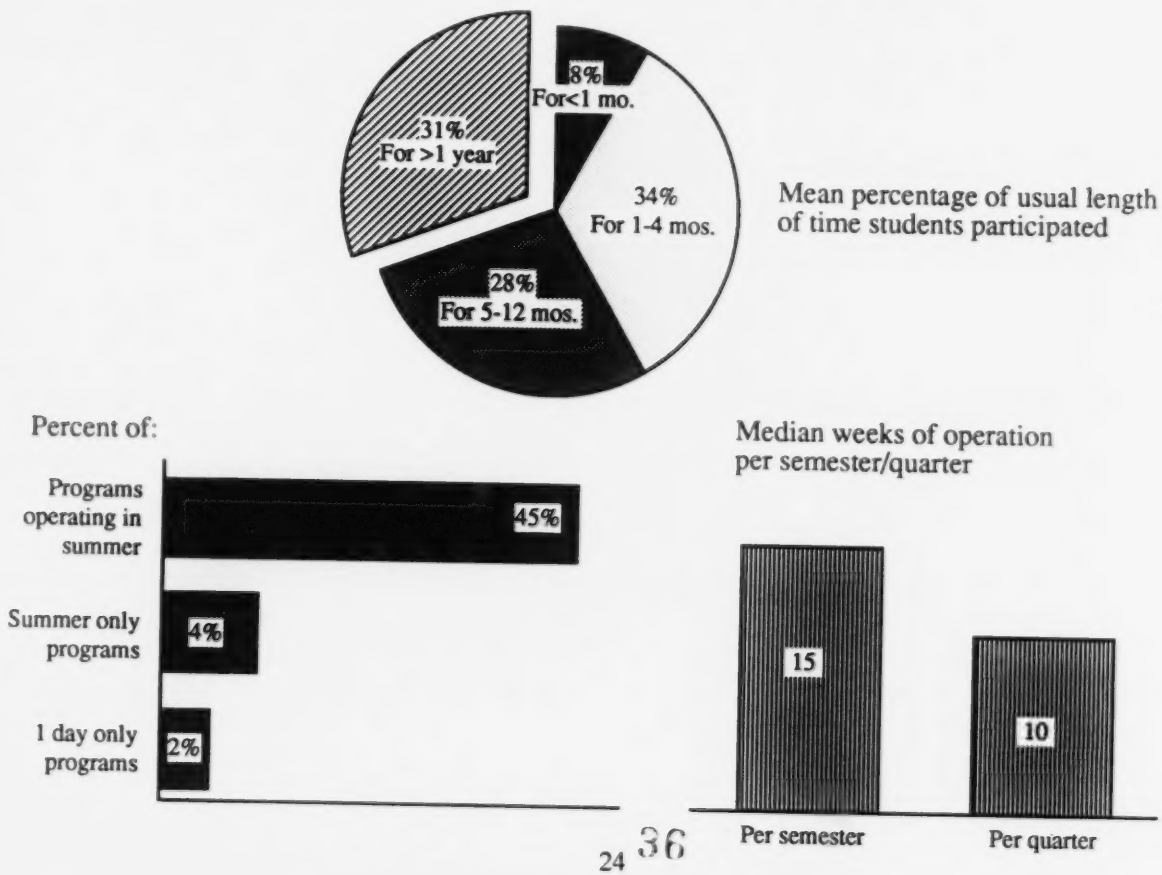
Length of Operation During the Year

Programs included in the study varied in the length of time the program operated during the year. Most programs operated throughout the academic semester/quarter year, with semester colleges averaging 15 weeks of operation per semester and quarter colleges averaging 10 weeks of operation per quarter (Figure 20). About 45 percent of programs reported operating in the summer months, and 4 percent operated only in the summer. Programs operating only in the summer averaged 6 weeks in length. A few programs (2 percent of the total) were designed to be only 1 day long.

Length of Participation

It is helpful to keep this variation in length of program operation in mind when considering the percentage of students estimated to remain in the program for various lengths of time. Overall, a mean of 8 percent of students remained in the program for less than 1 month, 34 percent for 1-4 months, 28 percent for 5-12 months, and 31 percent for more than 1 year (Figure 20 and Appendix Table A-33).

Figure 20. Length of time students who are tutored/mentored stay in the program and length of program operation: 1989

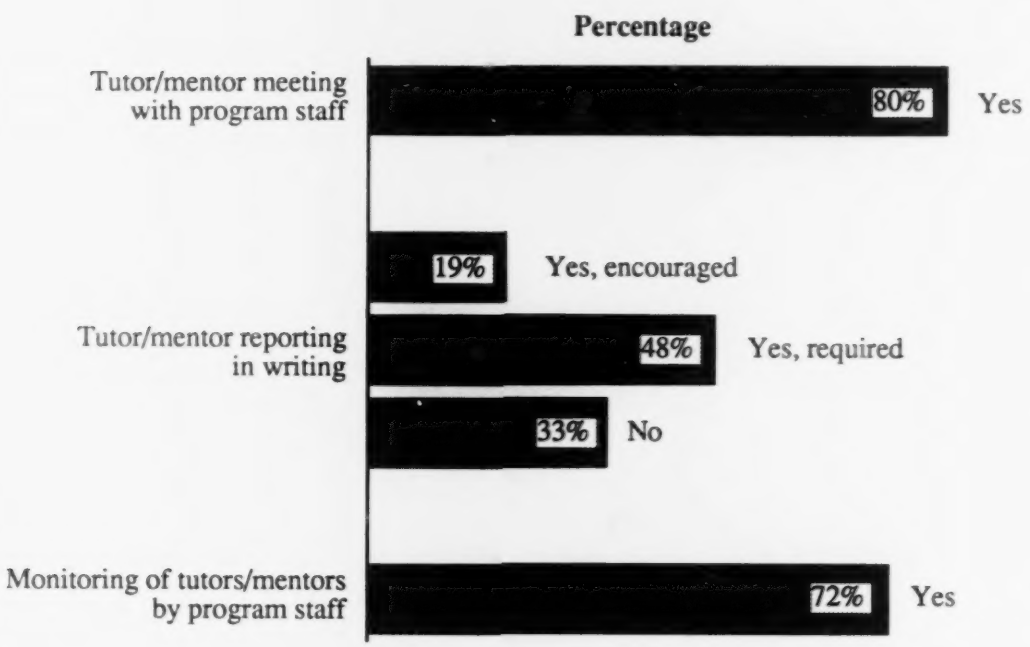


Staff Meeting with and Monitoring of Tutors/ Mentors

A large percentage (80 percent) of programs reported staff meeting with tutors/mentors on a regular basis (Figure 21 and Appendix Table A-34). Just over half (53 percent) met weekly, 20 percent biweekly, 20 percent monthly, and 7 percent less than monthly. Tutors/mentors were required to report in writing in 48 percent of the programs, encouraged to report in writing in 19 percent of the programs, and were not asked to report in writing in 33 percent of the programs.

Monitoring of tutors/mentors (defined as direct observation of tutors/mentors for the purpose of improving tutoring/mentoring) was done by almost three-fourths of the programs (72 percent). About half of the programs (52 percent) reported monitoring weekly, 14 percent biweekly, 24 percent monthly, and 11 percent less than monthly.

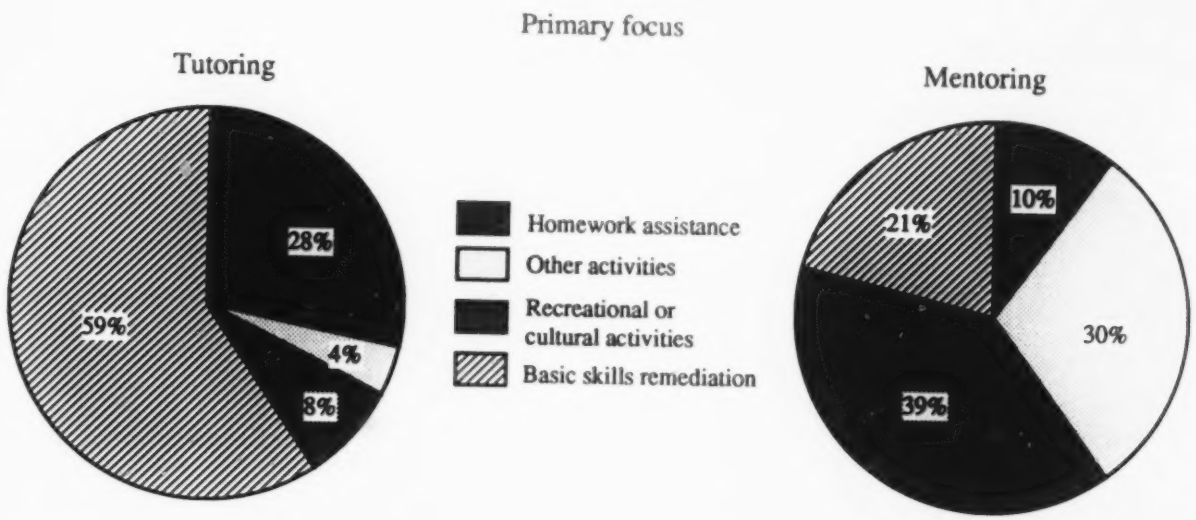
Figure 21. Tutor/mentor meeting with staff, reporting of experiences, and monitoring by program staff: 1989



Distribution of Time Spent

For programs having tutoring as a primary focus, on average most of the tutors' time was spent on basic skills remediation (59 percent) or homework assistance (28 percent; Figure 22 and Appendix Table A-35). However, in tutoring programs some time was also allotted to recreational and cultural activities (on average, 8 percent recreational and 4 percent on other activities). As would be expected, programs with mentoring as the primary focus had the largest average percentage of time spent on recreation or cultural activities (39 percent) and other activities (30 percent). However, programs with mentoring as a primary focus also spent some percentage of time on basic skills (21 percent) and homework assistance (10 percent).

Figure 22. Average percentage of tutor/mentor time spent on selected activities by program primary focus: 1989

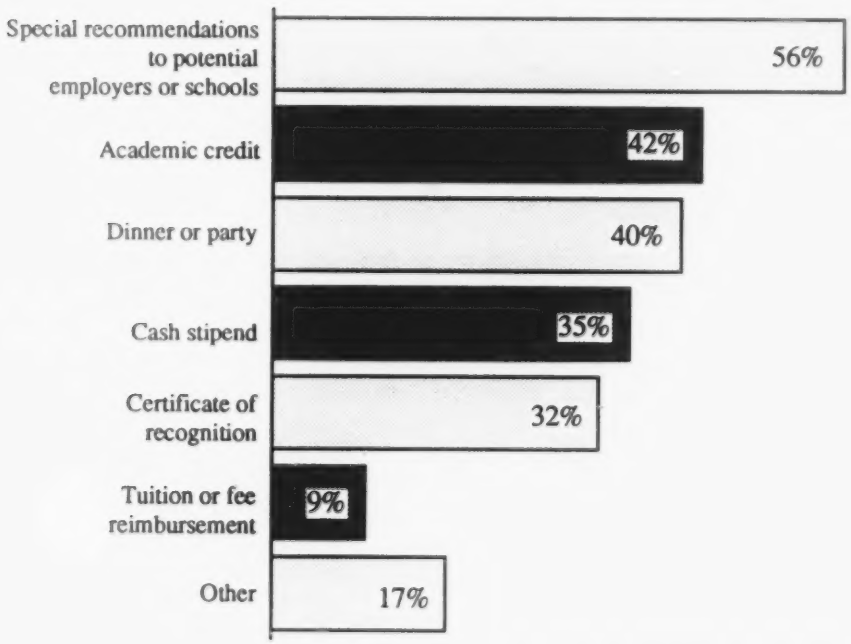


Incentives for Tutor/Mentor Participation

As discussed earlier in this report, students participated in tutoring/mentoring programs under a variety of auspices and for a variety of reasons-- as volunteers, as paid employees, or as part of a course or graduation requirement. As shown in Figure 11 and Appendix Table A-18, in at least some of the programs, students may participate in the same program under different auspices (e.g., some may be fulfilling a course requirement and others volunteering).

When asked which incentives were provided by their program, 42 percent of the programs indicated that academic credit was given and 35 percent that a cash stipend was provided (Figure 23 and Appendix Table A-36). Tuition or fee reimbursements were given in 9 percent of the programs. Other types of incentives included a special recommendation to potential employers or schools, given in 56 percent of the programs; certificate of recognition, given in 32 percent of the programs; and dinners or parties, given in 40 percent of the programs.

Figure 23. Incentives for college students' participation in tutoring/mentoring program: 1989



Program Budgets

Survey information on program budgets is limited because almost half (48 percent) of the programs did not have a separate identifiable budget apart from the overall general institution program budget (Appendix Table A-37). Furthermore, of those having an identifiable budget, 13 percent shared the tutoring/mentoring budget with other activities. Budgets also varied considerably in the types of costs included. Keeping these limitations in mind, of those institutions having an identifiable budget, one-third (34 percent) of the programs had budgets of less than $10,000 and 19 percent had budgets of over $150,000 (Appendix Table A-38). The median budget size was $30,000 (Appendix Table A-37).

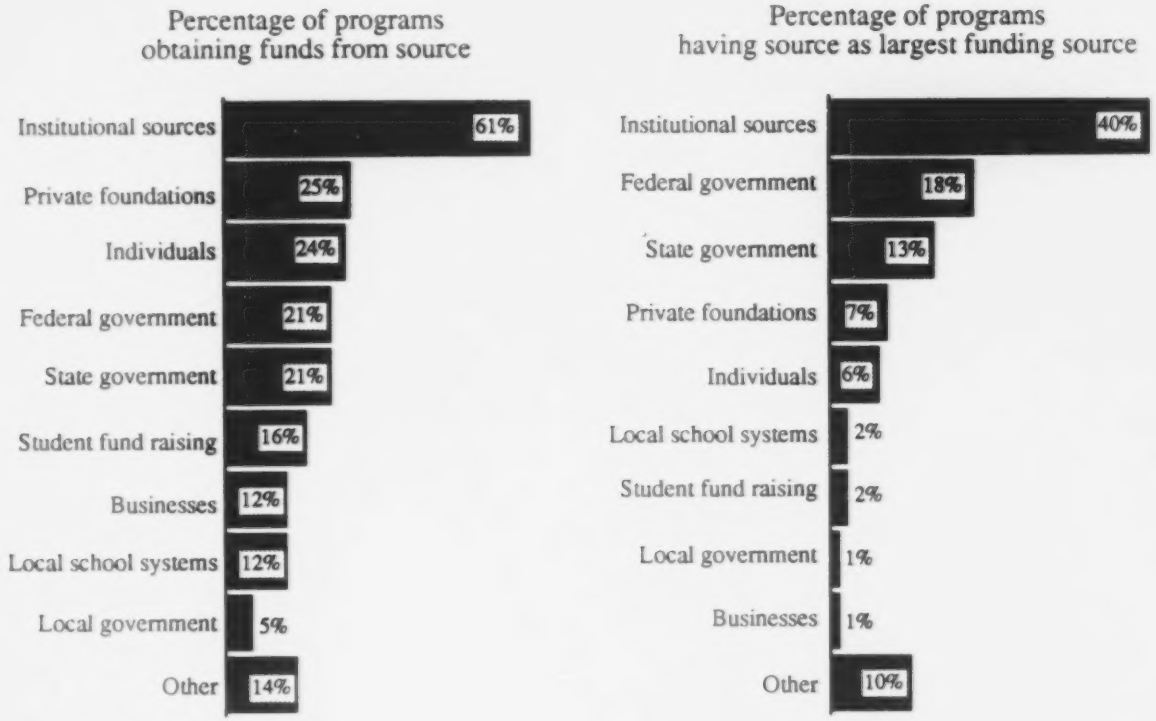
Much of the variation in budget size directly reflects the variation in items included in the budget (Appendix Table A-39). For example, the median budget of programs having mentoring as a primary function was $4,225 compared with $30,000 for programs with tutoring as a primary function (Appendix Table A-37), and only 28 percent of mentoring programs included tutor/mentor compensation compared with 59 percent of tutoring programs (Appendix Table A-39).

The median budget for smaller programs (with 8 or fewer tutors/mentors) was surprisingly high--$60,000 compared with only $18,000 for larger programs (with 21 or more tutors/mentors) (Appendix Table A-37). This difference occurred because a larger percentage of the small programs had paid tutors/mentors (who also worked for more hours) than did the large programs (74 percent of budgets of small programs included tutor/mentor compensation compared with 31 percent of large programs; data not shown). Overall, somewhat over half (55 percent) of the budgets included tutor/mentor compensation, and 64 percent included coordinator salary (Appendix Table A-39).

Sources of Funding

Programs were asked to indicate whether each of several possible funding sources provided funds for their programs and then to indicate which source provided the largest amount of program funding. Overall, 61 percent received institutional funding (Figure 24 and Appendix Table A-40). Private foundations supported 25 percent of the programs and 24 percent received funds from individuals. Twenty-one percent of programs received support from the Federal government and 21 percent received State support. Other sources of funding included student fund raising efforts (16 percent), local school systems (12 percent), businesses (12 percent), and local governments (5 percent).

Figure 24. Sources of funding for tutoring/mentoring programs: 1989



Primary Source of Funding

While 40 percent of programs identified the institution as the largest source of funding, over half (60 percent) identified sources other than the institution as the largest source of funding. Eighteen percent of the programs received the largest percentage of their funding from the Federal government, 13 percent from the State, 7 percent from private foundations, 6 percent from individuals, 2 percent from the local school system, 2 percent from student fund raising, 1 percent each from businesses and local governments, and 10 percent from "other" sources (Figure 24 and Appendix Table A-40).

Identification of Goals

Respondents were first asked to identify the goals of their program and then later in the survey to evaluate their success in meeting the goals. Looking first at their goals for students served, as can be seen from Figure 25 and Appendix Table A-41, the most frequently cited goals were improving self-esteem (92 percent), improving basic skills (91 percent), and providing role models (86 percent). More specialized goals were chosen less frequently. These included improving vocational skills (21 percent), assisting the talented and gifted (34 percent), and providing recreational or cultural opportunities (54 percent).

When asked to select only one primary goal, just under two-thirds (61 percent) indicated that improving basic skills was their primary goal for students who are tutored or mentored. The next most frequently chosen primary goals were improving self-esteem, chosen by 12 percent, and providing role models, chosen by 8 percent. Five percent indicated that preventing dropouts was the primary goal and 2 percent indicated that it was assisting the talented and gifted. Only 1 percent indicated that providing recreational and cultural opportunities was the primary goal, indicating that even for programs spending much of their time on recreational or cultural activities, the primary goal is expressed in terms of self-esteem or role models.

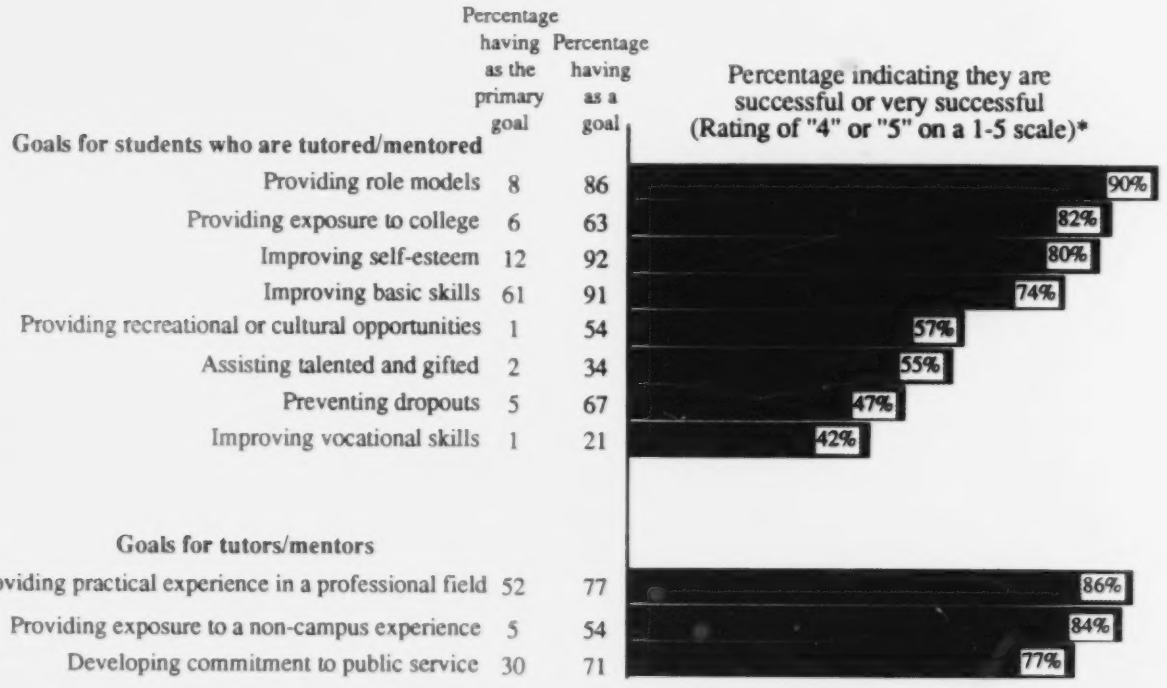
Respondents were also asked to identify goals for the tutors/mentors. As shown in Figure 25 and Appendix Table A-42, 77 percent indicated that providing practical experience in their field was a goal, and almost as many (71 percent) indicated that developing a commitment to public service was a goal. Fifty-four percent indicated that exposure to a non-campus experience was a goal.

When asked to select the primary goal for tutors/mentors, just over half indicated that practical experience in a professional field was the primary goal; about one-third (30 percent) selected developing a commitment to public service; and 5 percent chose providing exposure to a non-campus experience as the primary goal. Thirteen percent indicated that a goal other than those listed was primary. Among the items mentioned were employment/earning money, developing/practicing religious commitment, part of class requirement, friendship, developing self-esteem, global service, providing exposure to immigrants, and serving the less privileged.

Evaluation of Success in Meeting Goals

When asked to evaluate success in meeting their goals for students who are tutored/mentored, respondents most frequently rated themselves as "successful or very successful" in providing role models (90 percent), providing exposure to college (82 percent), and improving self-esteem (80 percent[4]; Figure 25 and Appendix Table A-43). Improving basic skills (chosen as a goal by 91 percent and most frequently chosen as the primary goal of the programs) was rated as successful or highly successful by about 74 percent of respondents.

Figure 25. Program evaluation of success in meeting goals: 1989


Percentage having as the primary goal
Percentage having as a goal
Percentage indicating they are successful or very successful (Rating of "4" or "5" on a 1-5 scale)*
Goals for students who are tutored/mentored
Providing role models 8 86 90%
Providing exposure to college 6 63 82%
Improving self-esteem 12 92 80%
Improving basic skills 61 91 74%
Providing recreational or cultural opportunities 1 54 57%
Assisting talented and gifted 2 34 55%
Preventing dropouts 5 67 47%
Improving vocational skills 1 21 42%
Goals for tutors/mentors
Providing practical experience in a professional field 52 77 86%
Providing exposure to a non-campus experience 5 54 84%
Developing commitment to public service 30 71 77%

* Includes only programs indicating item was a goal of the program.

[4]Respondents were asked to rate success in meeting program goals on a scale of 1 to 5 with "1" = "not successful" and "5" = "very successful." Percentages reported are of the percentage giving a rating of "4" or "5."

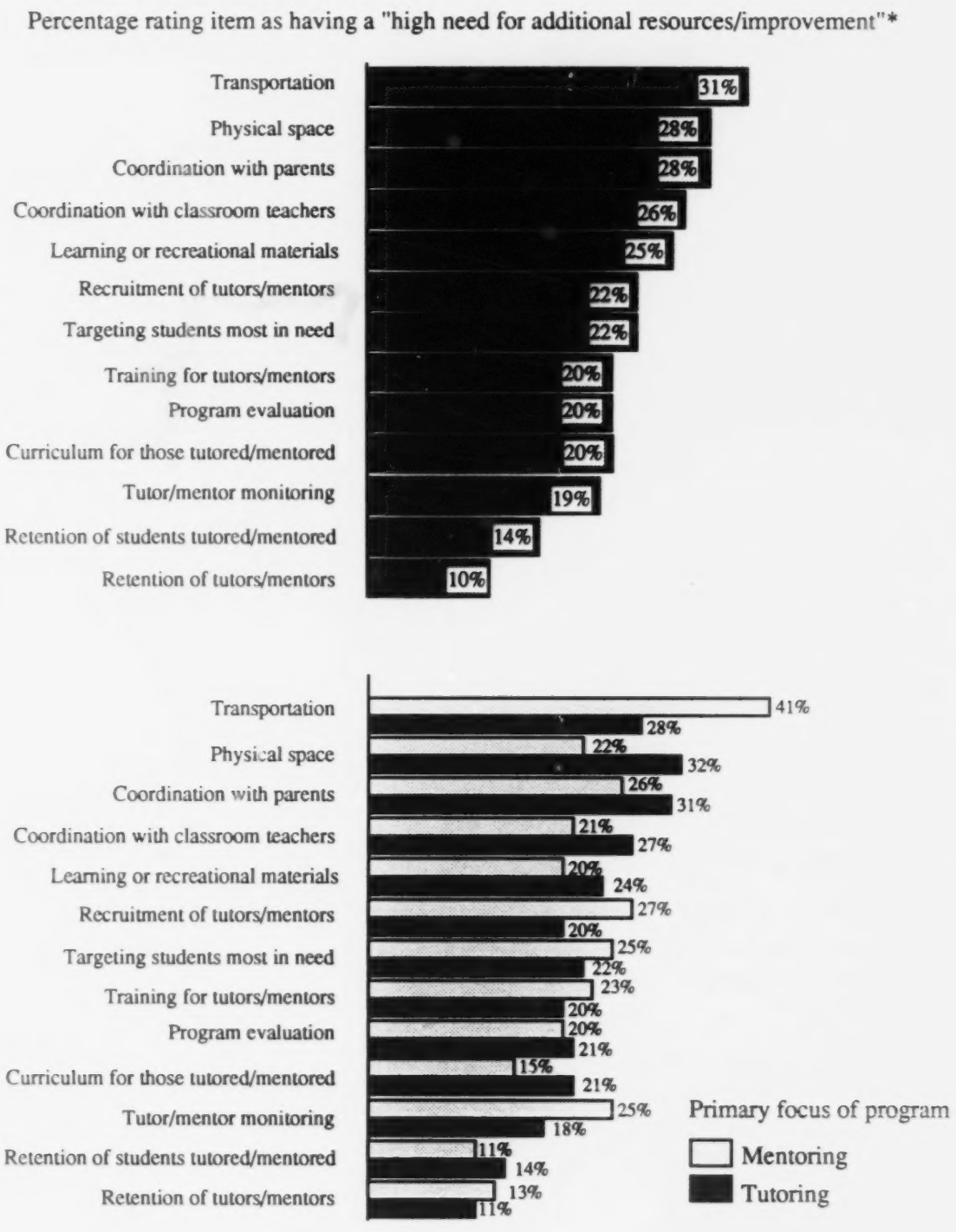
Respondents less frequently rated themselves as successful in preventing dropouts (47 percent), but dropout prevention had been chosen a primary goal by only 5 percent of the respondents (Appendix Table A-41); improving vocational skills was least frequently chosen as a goal and also least frequently rated as successful (42 percent).

Looking at goals for tutors/mentors, most programs rated themselves as "successful" or "very successful" in each of the three areas rated. Eighty-six percent gave high ratings to the program for providing practical experience in a professional field, 84 percent for providing exposure to a non-campus experience, and 77 percent for developing a commitment to public service (Figure 25 and Appendix Table A-43).

Evaluation of Program Needs

As a concluding question, respondents were asked to evaluate a series of items on a 1 to 5 scale in which "1" indicated that the item was "not a problem or current need" and "5" indicated that the item was a "high need for additional resources/improvement." As can be seen from Figure 26 and Appendix Table A-45, overall the three most frequently cited areas of high need were transportation, physical space, and coordination with parents. Transportation was rated as a high need by mentoring programs, with 41 percent of these programs assigning transportation a "4" or "5" rating. Tutoring programs most frequently gave physical space (32 percent) and coordination with parents (31 percent) a high rating. Few respondents rated retention of tutors/mentors (10 percent) or retention of students who were tutored/mentored (14 percent) as an area of high need (Figure 26).

Figure 26. Evaluation of program needs: 1989



* Respondents rated aspects on a scale of 1 to 5 with "1" = "not a problem or current need" and "5" = "high need for additional resources/improvement." Figure includes percentage giving a rating of "4" or "5".

APPENDIX A

Detailed Tables

Table A-1. Total number of institutions, total number of institutions with tutoring/mentoring programs and total number of programs by institution characteristics: 1989 (weighted and unweighted data)

Institution characteristic	Total colleges and universities		Total with tutoring/ mentoring programs		Total number of programs	
	Unweighted	Weighted	Unweighted	Weighted	Unweighted	Weighted
All institutions	536	3,212	211	921	419	1,701
Institution control						
Private	223	1,751	91	539	186	984
Public	313	1,461	120	382	233	717
Institution type						
Four-year	371	1,927	186	776	375	1,470
Baccalaureate	99	696	40	277	56	457
Comprehensive	124	420	71	224	140	458
Doctoral	83	166	62	124	162	343
Specialized	65	645	13	151	17	212
Two-year	165	1,285	25	144	44	232
Institution enrollment						
Less than 1,500	164	1,624	36	347	54	517
1,500 - 5,999	152	973	54	283	82	467
6,000 or more	220	615	121	291	283	717
Institution geographic region						
Northeast	152	897	65	271	134	543
Central	137	885	43	207	72	307
Southeast	109	698	43	173	91	341
West	138	731	60	269	122	509

SOURCE: Higher Education Surveys, College Sponsored Tutoring and Mentoring Programs for Disadvantaged Elementary and Secondary Students, HES 12, National Science Foundation, May 1990.

Table A-2. Distribution of institutions and tutoring/mentoring programs, and percentage of institutions having at least one program by institution characteristics: 1989

Institution characteristic	Percentage distribution of:			Percentage of colleges and universities having at least one program
	College and universities		Total programs	
	Total	Those having at least one program		
All programs	100 (3,212)	100 (921)	100 (1,701)	29 (921)
Institution control				
Private	55	59	58	31
Public	45	41	42	26
Institution type				
Four-year	60	84	86	40
Baccalaureate	22	30	27	40
Comprehensive	13	24	27	53
Doctoral	5	14	20	75
Specialized	20	16	12	23
Two-year	40	16	14	11
Institution enrollment				
Less than 1,500	51	38	30	21
1,500-5,999	30	31	27	29
6,000 or more	19	32	42	47
Institution geographic region				
Northeast	28	29	32	30
Central	28	23	18	23
Southeast	22	19	20	25
West	23	29	30	37

SOURCE: Higher Education Surveys, College Sponsored Tutoring and Mentoring Programs for Disadvantaged Elementary and Secondary Students, HES 12, National Science Foundation, May 1990.

Table A-3. Distribution of number and mean number of tutoring/mentoring programs by institution characteristics: 1989

Institution characteristic	Percentage distribution of number of programs				Mean number of programs	
	0	1	2-4	5 or more	Includes those having no programs	Excludes those having no programs
All institutions	71	16	11	2	.53	1.85
Institution control						
Private	69	18	11	2	.56	1.83
Public	74	14	11	1	.49	1.88
Institution type						
Four-year	60	22	16	3	.76	1.89
Baccalaureate	60	26	12	2	.66	1.65
Comprehensive	47	27	22	5	1.09	2.04
Doctoral	25	23	40	12	2.07	2.76
Specialized	77	14	9	*	.33	1.40
Two-year	89	7	4	*	.18	1.61
Institution enrollment						
Less than 1,500	79	13	8	*	.32	1.49
1,500-5,999	71	20	7	1	.48	1.65
6,000 or more	53	17	25	6	1.17	2.46
Institution geographic region						
Northeast	70	18	10	3	.61	2.00
Central	77	17	6	*	.35	1.48
Southeast	75	13	10	2	.49	1.97
West	63	16	19	1	.70	1.89

*Less than .5 percent.

SOURCE: Higher Education Surveys, College Sponsored Tutoring and Mentoring Programs for Disadvantaged Elementary and Secondary Students, HES 12, National Science Foundation, May 1990.

Table A-4. Services provided by tutoring/mentoring programs by institution and program characteristics: 1989

Institution and program characteristics	Percentage providing service		
	Tutoring	Mentoring	Diagnostic evaluation
All programs	90	63	42
Institution control			
Private	92	64	35
Public	86	63	52
Institution type			
Four-year	91	62	41
Baccalaureate	96	60	38
Comprehensive	88	61	42
Doctoral	84	71	34
Specialized	98	51	60
Two-year	80	74	46
Institution enrollment			
Less than 1,500	95	59	43
1,500-5,999	88	69	45
6,000 or more	87	63	40
Institution geographic region			
Northeast	84	67	36
Central	97	74	46
Southeast	95	59	38
West	87	56	49
Primary focus of program			
Tutoring	100	54	43
Mentoring	56	100	19
Diagnostic evaluation	100	12	100
Other	75	74	51
Number of tutors/mentors participating in a typical week			
8 or less	89	55	53
9-20	90	67	41
21 or more	90	68	31

SOURCE: Higher Education Surveys, College Sponsored Tutoring and Mentoring Programs for Disadvantaged Elementary and Secondary Students, HES 12, National Science Foundation, May 1990.

Table A-5. Primary service focus of program by institution and program characteristics: 1989

Institution and program characteristics	Percentage distribution of primary service focus			
	Tutoring	Mentoring	Diagnostic evaluation	Other
All programs	67	17	3	13
Institution control				
Private	75	15	2	8
Public	56	19	5	20
Institution type				
Four-year	70	16	3	11
Baccalaureate	74	14	4	8
Comprehensive	61	19	5	16
Doctoral	62	24	1	14
Specialized	91	2	3	4
Two-year	53	21	*	25
Institution enrollment				
Less than 1,500	83	9	1	7
1,500-5,999	60	19	6	16
6,000 or more	60	22	3	16
Institution geographic region				
Northeast	62	23	3	12
Central	78	13	2	8
Southeast	64	20	4	12
West	69	11	3	18
Number of tutors/mentors participating in a typical week				
8 or less	61	12	4	23
9-20	75	15	2	7
21 or more	67	23	3	7

*Less than .5 percent.

SOURCE: Higher Education Surveys, College Sponsored Tutoring and Mentoring Programs for Disadvantaged Elementary and Secondary Students, HES 12, National Science Foundation, May 1990.

Table A-6. Total number and median number of tutors/mentors participating in a program in a typical week and over the 1987-88 year by institution and program characteristics: 1989

Institution and program characteristics	In a typical week		Over the 1987-88 year*	
	Total number	Median per program	Total number	Median per program
All programs	45,880	15	71,329	20
Institution control				
Private	23,848	15	30,884	17
Public	22,032	14	40,445	21
Institution type				
Four-year	41,278	15	66,608	20
Baccalaureate	9,531	16	12,587	20
Comprehensive	13,930	10	23,513	15
Doctoral	13,541	20	21,277	30
Specialized	4,727	15	9,231	15
Two-year	4,151	11	4,720	20
Institution enrollment				
Less than 1,500	8,830	12	10,927	15
1,500 - 5,999	14,915	15	22,642	20
6,000 or more	22,135	15	37,760	25
Institution geographic region				
Northeast	13,722	15	18,150	20
Central	9,820	15	17,648	21
Southeast	8,860	13	12,714	20
West	13,478	15	22,817	15
Primary focus of program				
Tutoring	33,540	15	52,410	20
Mentoring	8,237	17	10,796	26
Diagnostic evaluation	916	18	1,205	20
Other	2,793	6	5,055	12

*Figures include only programs operating in 1987-88.

SOURCE: Higher Education Surveys, College Sponsored Tutoring and Mentoring Programs for Disadvantaged Elementary and Secondary Students, HES 12, National Science Foundation, May 1990.

Table A-7. **Total number and median number of students tutored/mentored in a typical week and over the 1987-88 year by institution and program characteristics: 1989**

Institution and program characteristics	In a typical week		Over the 1987-88 year[1]	
	Total number[2]	Median per program	Total number[2]	Median per program
All programs	128,505	40	238,439	60
Institution control				
Private	55,712	37	103,359	50
Public	72,794	45	134,880	75
Institution type				
Four-year	110,278	40	194,831	55
Baccalaureate	18,947	32	41,257	50
Comprehensive	36,667	45	74,445	60
Doctoral	28,162	47	45,898	60
Specialized	26,501	40	33,232	50
Two-year	18,228	45	43,607	80
Institution enrollment				
Less than 1,500	24,180	30	52,406	50
1,500 - 5,999	45,829	45	75,712	60
6,000 or more	58,497	45	110,320	65
Institution geographic region				
Northeast	32,300	40	78,459	50
Central	20,095	32	53,017	56
Southeast	21,889	45	26,908	60
West	54,221	45	80,055	75
Primary focus of program				
Tutoring	85,657	40	161,026	60
Mentoring	24,132	40	37,287	45
Diagnostic evaluation	1,386	30	3,775	50
Other	16,733	45	32,173	62

[1] Figures include only programs operating in 1987-88.

[2] All numbers do not sum to total because of missing data.

SOURCE: Higher Education Surveys, College Sponsored Tutoring and Mentoring Programs for Disadvantaged Elementary and Secondary Students, HES 12, National Science Foundation, May 1990.

Table A-8. Distribution of the number of tutors/mentors participating in a typical week by institution characteristics: 1989

Institution and program characteristics	Percentage distribution of number of tutors/mentors in a typical week		
	8 or less	9 - 20	21 or more
All programs	35	32	33
Institution control			
Private	35	33	32
Public	35	31	34
Institution type			
Four-year	34	32	34
Baccalaureate	34	31	35
Comprehensive	38	32	30
Doctoral	25	29	46
Specialized	42	40	18
Two-year	41	31	28
Institution enrollment			
Less than 1,500	43	33	24
1,500 - 5,999	35	32	33
6,000 or more	29	31	40
Institution geographic region			
Northeast	35	35	29
Central	30	33	37
Southeast	36	34	30
West	38	27	35
Primary focus of program			
Tutoring	32	36	32
Mentoring	26	30	44
Diagnostic evaluation	42	21	37
Other	64	19	18

SOURCE: Higher Education Surveys, College Sponsored Tutoring and Mentoring Programs for Disadvantaged Elementary and Secondary Students, HES 12, National Science Foundation, May 1990.

Table A-9. Distribution of the number of tutors/mentors participating over the 1987-88 year by institution and program characteristics: 1989

Institution and program characteristics	Percentage distribution of number of tutors/mentors over the 1987-88 year*		
	10 or less	11 - 30	30 or more
All programs	29	41	30
Institution control			
Private	30	45	25
Public	28	36	37
Institution type			
Four-year	29	41	30
Baccalaureate	26	45	29
Comprehensive	35	37	29
Doctoral	19	34	47
Specialized	40	51	9
Two-year	31	40	29
Institution enrollment			
Less than 1,500	35	48	17
1,500 - 5,999	28	40	31
6,000 or more	25	36	40
Institution geographic region			
Northeast	33	41	27
Central	19	57	24
Southeast	26	38	36
West	34	33	33
Primary focus of program			
Tutoring	27	43	30
Mentoring	24	38	38
Diagnostic evaluation	26	42	32
Other	47	34	19

*Figures include only programs operating in 1987-88.

SOURCE: Higher Education Surveys, College Sponsored Tutoring and Mentoring Programs for Disadvantaged Elementary and Secondary Students, HES 12, National Science Foundation, May 1990.

Table A-10. Distribution of the number of students who were tutored/mentored in a typical week by institution and program characteristics: 1989

Institution and program characteristics	Percentage distribution of the number of students tutored/mentored in a typical week		
	Under 25	25 - 59	60 or more
All programs	30	35	35
Institution control			
Private	32	38	30
Public	27	31	42
Institution type			
Four-year	31	35	34
Baccalaureate	35	40	25
Comprehensive	27	36	37
Doctoral	29	32	38
Specialized	30	27	43
Two-year	25	36	39
Institution enrollment			
Less than 1,500	38	36	26
1,500 - 5,999	25	37	38
6,000 or more	27	33	40
Institution geographic region			
Northeast	24	45	31
Central	32	39	29
Southeast	34	29	36
West	31	27	42
Primary focus of program			
Tutoring	31	33	36
Mentoring	27	36	37
Diagnostic evaluation	47	49	4
Other	26	45	29

SOURCE: Higher Education Surveys, College Sponsored Tutoring and Mentoring Programs for Disadvantaged Elementary and Secondary Students, HES 12, National Science Foundation, May 1990.

Table A-11. Distribution of the number of students who were tutored/mentored over the 1987-88 year by institution and program characteristics: 1989

Institution and program characteristics	Percentage distribution of the number of students tutored/mentored over 1987-88 year*		
	Under 40	40 - 89	90 or more
All programs	32	35	33
Institution control			
Private	39	35	26
Public	22	34	44
Institution type			
Four-year	33	34	32
Baccalaureate	39	37	24
Comprehensive	27	35	39
Doctoral	29	30	41
Specialized	40	36	25
Two-year	22	37	41
Institution enrollment			
Less than 1,500	42	41	18
1,500 - 5,999	29	33	37
6,000 or more	25	31	44
Institution geographic region			
Northeast	33	30	37
Central	35	37	28
Southeast	31	37	32
West	29	36	35
Primary focus of program			
Tutoring	31	36	33
Mentoring	36	29	35
Diagnostic evaluation	26	44	30
Other	33	37	30

*Figures include only programs operating in 1987-88.

SOURCE: Higher Education Surveys, College Sponsored Tutoring and Mentoring Programs for Disadvantaged Elementary and Secondary Students, HES 12, National Science Foundation, May 1990.

Table A-12. The number of tutors/mentors participating in program in 1987-88 compared with 1986-87 by institution and program characteristics: 1989

Institution and program characteristics	Percentage distribution of number of tutors/mentors in 1987-88 compared with 1986-87*		
	Greater	About the same	Less
All programs	35	59	7
Institution control			
Private	34	57	9
Public	35	62	3
Institution type			
Four-year	36	57	7
Baccalaureate	36	61	2
Comprehensive	45	50	5
Doctoral	40	57	3
Specialized	17	59	24
Two-year	24	74	3
Institution enrollment			
Less than 1,500	20	67	13
1,500-5,999	44	55	1
6,000 or more	41	54	5
Institution geographic region			
Northeast	47	43	10
Central	33	65	2
Southeast	37	57	6
West	24	69	6
Primary focus of program			
Tutoring	32	60	8
Mentoring	49	47	4
Diagnostic evaluation	14	86	*
Other	37	59	3
Number of tutors/mentors participating in a typical week			
8 or less	32	60	8
9-20	24	72	4
21 or more	47	47	7

*Excludes programs begun after 1986.

SOURCE: Higher Education Surveys, College Sponsored Tutoring and Mentoring Programs for Disadvantaged Elementary and Secondary Students, HES 12, National Science Foundation, May 1990.

Table A-13. Students recommended for program but not able to participate because of lack of tutors/mentors by institution and program characteristics: 1989

Institution and program characteristics	Percentage of programs having students recommended but not able to participate because of lack of tutors/mentors	Median number not able to participate because of lack of tutors/mentors*
All programs	33	20
Institution control		
Private	32	20
Public	34	30
Institution type		
Four-year	34	20
Baccalaureate	32	15
Comprehensive	34	25
Doctoral	39	25
Specialized	28	10
Two-year	27	30
Institution enrollment		
Less than 1,500	25	15
1,500-5,999	31	20
6,000 or more	40	30
Institution geographic region		
Northeast	35	25
Central	47	20
Southeast	29	15
West	24	20
Primary focus of program		
Tutoring	36	20
Mentoring	32	30
Diagnostic evaluation	46	30
Other	13	20
Number of tutors/mentors participating in a typical week		
8 or less	22	15
9 - 20	32	20
21 or more	46	30

*Median based on responses from the 33 percent indicating there were students not able to participate because of lack of tutors/mentors.

SOURCE: Higher Education Surveys, College Sponsored Tutoring and Mentoring Programs for Disadvantaged Elementary and Secondary Students, HES 12, National Science Foundation, May 1990.

Table A-14. Tutoring and mentoring program sponsorship by institution and program characteristics: 1989

Institution and program characteristics	Percentage distribution of primary sponsoring unit within the institution				
	Public service center in the university	Student organization	College division/ department	University administrative office	Other
All programs	13	11	49	11	16
Institution control					
Private	13	15	45	12	14
Public	13	5	55	9	18
Institution type					
Four-year	12	12	50	10	15
Baccalaureate	8	14	56	11	12
Comprehensive	15	7	60	6	12
Doctoral	21	18	35	6	20
Specialized	1	14	41	23	21
Two-year	17	1	44	18	20
Institution enrollment					
Less than 1,500	5	12	51	17	15
1,500-5,999	19	12	47	10	13
6,000 or more	16	10	49	7	18
Institution geographic region					
Northeast	19	9	44	14	15
Central	8	9	51	23	10
Southeast	8	17	52	6	17
West	12	10	52	5	21
Primary focus of program					
Tutoring	11	10	52	11	15
Mentoring	20	21	36	11	11
Diagnostic evaluation	*	*	76	*	25
Other	13	3	45	13	25
Number of tutors/mentors participating in a typical week					
8 or less	11	5	47	14	22
9-20	7	13	48	14	18
21 or more	20	15	53	6	6

*Less than .5 percent.

SOURCE: Higher Education Surveys, College Sponsored Tutoring and Mentoring Programs for Disadvantaged Elementary and Secondary Students, HES 12, National Science Foundation, May 1990.

Table A-15. Year tutoring/mentoring program first began operating by institution and program characteristics: 1989

Institution and program characteristics	Percentage distribution of year program began operating			
	Before 1980	1980-1984	1985-1987	After 1987
All programs	41	18	25	16
Institution control				
Private	46	17	21	16
Public	36	18	30	16
Institution type				
Four-year	46	17	22	16
Baccalaureate	47	19	20	14
Comprehensive	33	18	26	22
Doctoral	42	12	25	20
Specialized	75	16	9	*
Two-year	15	23	46	17
Institution enrollment				
Less than 1,500	52	20	18	11
1,500-5,999	42	13	32	13
6,000 or more	33	19	26	22
Institution geographic region				
Northeast	31	17	29	23
Central	43	22	23	12
Southeast	44	10	26	19
West	49	20	22	9
Primary focus of program				
Tutoring	47	16	23	14
Mentoring	27	16	32	25
Diagnostic evaluation	49	25	12	14
Other	28	26	32	15
Number of tutors/mentors participating in a typical week				
8 or less	35	16	31	17
9-20	45	11	21	23
21 or more	46	26	22	7

*Less than .5 percent.

SOURCE: Higher Education Surveys, College Sponsored Tutoring and Mentoring Programs for Disadvantaged Elementary and Secondary Students, HES 12, National Science Foundation, May 1990.

Table A-16. Agencies with which program works by institution and program characteristics: 1989

Agencies with which program works	All programs	Institution				Primary focus of program			
		Control		Type					
		Private	Public	Four-year	Two-year	Tutoring	Mentoring	Diagnostic evaluation	Other
	Percentage of programs working with agency								
Local school system	86	84	90	85	96	88	79	88	86
Social service agency	26	25	27	26	27	25	27	12	31
Courts/correctional system	9	9	10	8	19	9	6	*	13
Church group	26	30	21	26	28	27	27	12	24
Other	30	33	27	32	22	29	33	39	30
	Percentage distribution of agencies with which program works most frequently								
Local school system	74	67	84	72	91	76	62	76	80
Social service agency	6	8	3	6	2	4	16	*	4
Courts/correctional system	*	*	*	*	*	*	2	*	*
Church group	5	8	*	5	*	5	8	*	*
Other	15	17	13	16	8	15	13	24	16

*Less than .5 percent.

SOURCE: Higher Education Surveys, College Sponsored Tutoring and Mentoring Programs for Disadvantaged Elementary and Secondary Students, HES 12, National Science Foundation, May 1990.

Table A-17A. Tutor/mentor eligibility for program participation by institution and program characteristics: 1989

Institution and program characteristics	Percentage distribution of tutor/mentor eligibility		
	All college students in community	All students in institution	Only students from a particular division or department
All programs	22	41	36
Institution control			
Private	22	47	31
Public	23	33	43
Institution type			
Four-year	21	41	38
Baccalaureate	21	47	32
Comprehensive	18	36	46
Doctoral	31	38	31
Specialized	14	43	43
Two-year	29	42	29
Institution enrollment			
Less than 1,500	13	46	41
1,500-5,999	28	43	28
6,000 or more	26	36	38
Institution geographic region			
Northeast	23	44	33
Central	20	45	35
Southeast	26	42	33
West	22	35	43
Primary focus of program			
Tutoring	21	42	37
Mentoring	30	42	28
Diagnostic evaluation	12	12	77
Other	24	41	35
Number of tutors/mentors participating in a typical week			
8 or less	20	44	36
9 - 20	24	39	37
21 or more	24	40	36

SOURCE: Higher Education Surveys, College Sponsored Tutoring and Mentoring Programs for Disadvantaged Elementary and Secondary Students, HES 12, National Science Foundation, May 1990.

Table A-17B. **Specific department or divisions from which students are eligible to participate (excludes cases in which all divisions/departments are eligible) by institution and program characteristics: 1989**

Institution and program characteristics	Percentage distribution of divisions or departments specified if only certain departments or divisions are eligible for participation								
	Business	Education	Engineering	Mathematics/ Computer Science	Science	Social Science	Social Work	Other	More than one division/ department
All programs	*	56	4	1	1	1	1	20	17
Institution control									
Private	*	57	4	*	1	1	*	16	22
Public	1	54	3	1	1	1	2	24	12
Institution type									
Four-year	*	55	3	1	1	1	1	19	19
Baccalaureate	*	68	*	*	*	*	*	12	20
Comprehensive	*	60	8	1	1	*	3	18	9
Doctoral	*	37	*	2	4	6	*	44	8
Specialized	*	41	*	*	*	*	*	6	53
Two-year	3	65	9	*	*	*	*	24	*
Institution enrollment									
Less than 1,500	*	54	*	*	*	*	*	12	34
1,500-5,999	*	63	14	*	*	*	6	17	*
6,000 or more	1	53	2	2	2	2	*	28	10
Institution geographic region									
Northeast	*	55	11	1	1	1	4	22	5
Central	*	76	*	*	*	2	*	17	6
Southeast	*	50	*	*	4	*	*	38	8
West	1	48	2	1	*	1	*	11	36
Primary focus of program									
Tutoring	*	62	2	*	1	1	*	17	17
Mentoring	*	28	10	3	3	3	9	40	5
Diagnostic evaluation	*	74	*	*	*	*	*	11	15
Other	3	40	8	3	3	*	*	20	24
Number of tutors/mentors participating in a typical week									
8 or less	*	28	7	1	3	2	*	26	34
9 - 20	1	72	3	1	*	*	*	20	3
21 or more	*	69	1	*	*	1	4	14	12

*Less than .5 percent.

SOURCE: Higher Education Surveys, College Sponsored Tutoring and Mentoring Programs for Disadvantaged Elementary and Secondary Students, HES 12, National Science Foundation, May 1990.

Table A-18. Reasons students participate in the program by institution and program characteristics: 1989

Reason	All programs	Institution				Primary focus of program			
		Control		Type		Tutoring	Mentoring	Diagnostic evaluation	Other
		Private	Public	Four-year	Two-year				
	Percentage of programs indicating item is among the reasons students participate in program								
As part of a course requirement	44	45	43	46	32	49	31	75	28
As a program required for graduation	19	18	20	20	12	22	7	37	11
As volunteers with no course or program requirement	55	62	45	54	61	51	76	*	60
As paid tutors/mentors	39	30	52	37	51	38	28	41	58
	Percentage distribution of most frequent reason students participate in program								
As part of a course requirement	28	25	32	28	28	32	17	53	17
As a program required for graduation	3	4	3	4	2	3	2	21	2
As volunteers with no course or program requirement	40	51	23	41	29	35	67	*	35
As paid tutors/mentors	29	20	41	27	42	29	14	25	46

*Less than .5 percent.

Table A-18. Reasons students participate in the program by institution and program characteristics: 1989--Continued

Reason	All programs	Number of tutors/mentors participating in a typical week			Institution geographic region			
		8 or less	9 - 20	21 or more	North-east	Central	South-east	West
		Percentage of programs in which item is a reason students participate in the program						
As part of a course requirement	44	29	42	63	36	52	41	50
As a program required for graduation	19	13	20	25	15	27	14	21
As volunteers with no course or program requirement	55	49	55	62	56	55	54	55
As paid tutors/mentors	39	58	35	20	38	39	44	37
		Percentage distribution of most frequent reason students participate in the program						
As part of a course requirement	28	18	27	41	19	27	30	37
As a program required for graduation	3	4	4	2	4	2	3	4
As volunteers with no course or program requirement	40	30	43	47	47	42	34	34
As paid tutors/mentors	29	47	26	10	30	29	33	25

SOURCE: Higher Education Surveys, College Sponsored Tutoring and Mentoring Programs for Disadvantaged Elementary and Secondary Students, HES 12, National Science Foundation, May 1990.

Table A-19. Tutor/mentor characteristics by institution and program characteristics: 1989

Institution and program characteristics	Percentage of tutors/mentors who are:*					
	Members of racial/ethnic minority		Socioeconomically disadvantaged		Male	
	Percent of total	Median percent	Percent of total	Median percent	Percent of total	Median percent
All programs	23	17	19	15	31	30
Institution control						
Private	19	10	15	5	32	30
Public	27	30	24	25	30	30
Institution type						
Four-year	21	16	17	10	32	30
Baccalaureate	15	10	17	2	24	30
Comprehensive	16	17	11	10	29	28
Doctoral	27	20	19	10	33	30
Specialized	34	20	33	30	50	20
Two-year	35	20	38	25	28	25
Institution enrollment						
Less than 1,500	24	10	22	5	28	20
1,500-5,999	16	10	16	5	32	30
6,000 or more	27	25	21	20	32	30
Institution geographic region						
Northeast	19	10	14	5	35	30
Central	15	8	13	1	32	30
Southeast	23	16	21	25	19	20
West	31	25	29	20	35	25
Primary focus						
Tutoring	20	11	16	10	32	25
Mentoring	25	20	23	20	29	30
Diagnostic evaluation	51	5	38	5	12	5
Other	38	50	42	40	33	40
Number of tutors/mentors participating in a typical week						
8 or less	44	33	36	25	36	33
9 - 21	35	16	30	15	32	25
21 or more	18	10	16	5	31	26

*Weighted by the total number of tutors/mentors participating in a typical week in addition to program weight.

SOURCE: Higher Education Surveys, College Sponsored Tutoring and Mentoring Programs for Disadvantaged Elementary and Secondary Students, HES 12, National Science Foundation, May 1990.

Table A-20. Characteristics of students who are tutored/mentored by institution and program characteristics: 1989

Institution and program characteristics	Percentage of students tutored or mentored who are:*							
	Members of racial/ ethnic minority		Socio-economically disad-vantaged		Academically disad-vantaged		Male	
	Percent of total	Median percent	Percent of total	Median percent	Percent of total	Median percent	Percent of total	Median percent
All programs	59	75	55	69	52	65	49	50
Institution control								
Private	61	80	54	70	54	66	53	50
Public	58	70	56	66	51	60	46	50
Institution type								
Four-year	57	80	56	70	52	66	51	50
Baccalaureate	59	70	66	70	61	70	46	50
Comprehensive	57	80	60	80	50	60	47	50
Doctoral	73	90	66	80	62	75	51	50
Specialized	41	20	33	40	38	50	58	60
Two-year	72	60	52	50	54	50	40	46
Institution enrollment								
Less than 1,500	59	50	40	45	46	50	55	50
1,500-5,999	49	85	48	80	43	60	49	50
6,000 or more	68	80	67	75	62	75	47	50
Institution geographic region								
Northeast	70	86	63	80	58	70	51	50
Central	56	70	55	70	49	55	50	50
Southeast	55	70	60	75	56	70	42	46
West	56	50	48	50	48	60	50	50
Primary focus of program								
Tutoring	60	70	55	66	56	70	52	50
Mentoring	49	70	44	70	35	50	40	50
Diagnostic evaluation	71	70	68	53	76	90	59	70
Other	72	95	72	80	53	50	46	45
Number of tutors/mentors participating in a typical week								
8 or less	73	75	60	68	48	50	44	45
9 - 20	79	86	65	75	63	75	53	50
21 or more	47	50	50	60	49	65	50	50

*Weighted by total number of students tutored/mentored in a typical week in addition to program weight.

SOURCE: Higher Education Surveys, College Sponsored Tutoring and Mentoring Programs for Disadvantaged Elementary and Secondary Students, HES 12, National Science Foundation, May 1990.

Table A-21. School level of students tutored or mentored by institution and program characteristics: 1989

Institution and program characteristics	Average percentage of students tutored or mentored who are:**				
	Preschool children	Elementary students	Middle/ junior students	Senior high students	School dropouts
All programs	5	40	27	27	2
Institution control					
Private	4	52	17	25	1
Public	5	30	35	28	2
Institution type					
Four-year	4	42	25	27	1
Baccalaureate	5	43	18	33	2
Comprehensive	4	38	29	29	1
Doctoral	3	38	31	28	1
Specialized	7	53	17	21	3
Two-year	5	25	43	25	2
Institution enrollment					
Less than 1,500	6	52	15	26	1
1,500-5,999	6	44	23	24	3
6,000 or more	3	31	35	30	1
Institution geographic region					
Northeast	2	44	26	28	*
Central	5	46	25	24	1
Southeast	4	32	27	36	2
West	6	38	29	24	3
Primary focus of program					
Tutoring	5	46	20	27	1
Mentoring	6	31	40	23	1
Diagnostic evaluation	*	55	22	6	17
Other	2	17	48	31	2
Number of tutors/mentors participating in a typical week					
8 or less	2	21	39	36	1
9 - 20	2	27	29	41	1
21 or more	6	52	23	16	2

*Less than .5 percent.
**Weighted by number of students tutored/mentored in typical week in addition to program weight.

SOURCE: Higher Education Surveys, College Sponsored Tutoring and Mentoring Programs for Disadvantaged Elementary and Secondary Students, HES 12, National Science Foundation, May 1990.

Table A-22. Program staff by institution and program characteristics: 1989

Institution and program characteristics	Percentage of tutoring/ mentoring programs having:		Median number of assistant coordinator staff*
	Program director/ Head coordinator	Assistant coordinator/Other coordinators	
All programs	88	59	2
Institution control			
Private	88	62	2
Public	89	54	2
Institution type			
Four-year	90	60	2
Baccalaureate	88	49	2
Comprehensive	91	57	2
Doctoral	90	66	1
Specialized	87	79	2
Two-year	80	51	2
Institution enrollment			
Less than 1,500	83	59	1
1,500-5,999	96	58	2
6,000 or more	88	59	2
Institution geographic region			
Northeast	89	63	2
Central	92	53	2
Southeast	81	58	2
West	90	58	2
Primary focus of program			
Tutoring	88	57	2
Mentoring	85	69	2
Diagnostic evaluation	100	20	7
Other	91	61	2
Number of tutors/mentors participating in a typical week			
8 or less	87	65	1
9 - 20	89	56	2
21 or more	89	54	3

*Excludes programs having no assistant coordinator staff (41 percent of programs).

SOURCE: Higher Education Surveys, College Sponsored Tutoring and Mentoring Programs for Disadvantaged Elementary and Secondary Students, HES 12, National Science Foundation, May 1990.

Table A-23. Program director and assistant coordinator position characteristics by institution and program characteristic: 1989

Staff characteristic	All programs	Institution				Primary focus of program			
		Control		Type		Tutoring	Mentoring	Diagnostic evaluation	Other
		Private	Public	Four-year	Two-year				
	Percentage distributions								
Program director/ Head coordinator									
Time commitment:									
Full time for this program	29	23	38	29	33	26	24	29	48
Part time for this program but filled by a full-time employee/volunteer	43	40	47	43	42	46	36	71	30
Part time for this program and filled by a part-time employee/volunteer	28	37	15	28	25	28	40	*	22
Position is usually filled by:									
Undergraduate student	13	21	3	15	*	12	29	*	5
Graduate student	5	7	3	5	3	7	1	*	2
Faculty member	41	35	49	41	44	42	34	71	38
Administrator	29	23	37	28	40	29	20	17	42
Other university employee		8	10	4	8	3	7	10	12
Employee of another organization	4	4	5	3	10	4	5	*	5
Assistant coordinator/Other coordinators									
Time commitment:									
Full time for this program	24	16	36	26	7	21	16	58	45
Part time for this program but filled by a full-time employee/volunteer	22	20	26	22	28	18	33	42	27
Part time for this program and filled by a part-time employee/volunteer	54	64	38	52	65	61	51	*	28
Position is normally filled by:									
Undergraduate student	25	37	7	26	18	21	46	*	11
Graduate student	18	17	19	19	5	23	11	*	3
Faculty member	20	20	21	20	21	20	14	20	30
Administrator	13	8	20	12	16	10	9	22	30
Other university employee	16	12	22	15	23	17	12	58	15
Employee of another organization	9	7	12	8	17	9	7	*	11

*Less than .5 percent.

SOURCE: Higher Education Surveys, College Sponsored Tutoring and Mentoring Programs for Disadvantaged Elementary and Secondary Students, HES 12, National Science Foundation, May 1990.

Table A-24. Program director's and assistant coordinator's compensation by institution and program characteristics: 1989

Compensation	All programs	Institution				Primary focus of program			
		Control		Type					
		Private	Public	Four-year	Two-year	Tutoring	Mentoring	Diagnostic evaluation	Other
	Percentage having form of compensation								
Program director/ Head coordinator									
Not compensated	18	21	14	19	8	14	39	38	11
General university salary	56	54	58	56	52	59	43	63	49
University salary specifically for tutoring program	13	11	16	11	25	12	9	*	25
Stipend	9	9	10	9	10	10	8	*	9
Academic credit	2	2	2	3	*	2	5	4	*
Tuition/fee reimbursement	3	3	3	3	2	2	5	*	3
Assistant coordinator/ Other coordinators									
Not compensated	16	19	10	15	18	8	38	58	19
General university salary	39	37	42	39	36	43	24	42	43
University salary specifically for tutoring program	20	13	31	15	54	19	15	20	36
Stipend	17	15	18	18	9	18	13	*	13
Academic credit	6	5	7	6	8	6	7	*	4
Tuition/fee reimbursement	7	6	8	7	3	6	13	*	2

*Less than .5 percent.

SOURCE: Higher Education Surveys, College Sponsored Tutoring and Mentoring Programs for Disadvantaged Elementary and Secondary Students, HES 12, National Science Foundation, May 1990.

Table A-25. Staff responsibilities by institution and program characteristic: 1989

Staff responsibilities	All programs	Institution				Primary focus of program			
		Control		Type		Tutoring	Mentoring	Diagnostic evaluation	Other
		Private	Public	Four-year	Two-year				
	Percentage having responsibility in position								
Program director/Head coordinator									
Working with classroom teachers	65	60	72	65	63	67	50	58	73
Working with school or school administration	74	67	84	72	87	75	58	71	88
Working with parents or parent-teacher associations	56	48	68	55	66	53	55	47	78
Recruiting tutors/mentors	75	77	73	75	76	72	82	66	85
Matching tutors with students to be tutored or mentored	66	68	63	67	55	64	72	77	65
Training or advising tutors/ mentors	82	81	83	81	86	81	78	84	87
Monitoring tutors	74	73	76	74	76	76	71	55	75
Other	19	21	16	19	14	17	16	26	28
Assistant coordinator/Other coordinators									
Working with classroom teachers	64	56	77	62	80	67	44	100	78
Working with school or school administration	55	52	59	54	61	60	44	100	45
Working with parents or parent-teacher associations	59	55	67	57	75	60	43	100	81
Recruiting tutors/mentors	69	70	67	71	54	63	75	100	83
Matching tutors with students to be tutored or mentored	66	61	76	69	50	68	60	100	70
Training or advising tutors/ mentors	74	74	74	75	71	78	63	100	75
Monitoring tutors	75	73	78	78	52	79	57	78	79
Other	14	16	10	15	7	15	6	*	23

*Less than .5 percent.

SOURCE: Higher Education Surveys, College Sponsored Tutoring and Mentoring Programs for Disadvantaged Elementary and Secondary Students, HES 12, National Science Foundation, May 1990.

Table A-26. Provision of preservice training by institution and program characteristics: 1989

Institution and program characteristics	Percentage of programs in which preservice training is provided	Percentage in which preservice training is:		Median usual number hours for preservice
		Required	Optional	
All programs	73	85	15	6
Institution control				
Private	67	81	19	5
Public	80	90	10	8
Institution type				
Four-year	72	85	15	6
Baccalaureate	61	98	2	6
Comprehensive	82	87	13	5
Doctoral	76	87	13	5
Specialized	68	50	50	6
Two-year	76	89	11	8
Institution enrollment				
Less than 1,500	62	73	27	7
1,500-5,999	73	90	10	4
6,000 or more	81	90	10	6
Institution geographic region				
Northeast	67	94	6	4
Central	70	93	7	6
Southeast	74	90	10	6
West	79	69	31	8
Program primary focus				
Tutoring	74	83	17	6
Mentoring	66	92	8	5
Diagnostic evaluation	87	100	*	15
Other	70	90	10	8
Number of tutors/mentors participating in a typical week				
8 or less	70	86	14	5
9 - 20	75	82	18	10
21 or more	73	87	13	4

*Less than .5 percent.

SOURCE: Higher Education Surveys, College Sponsored Tutoring and Mentoring Programs for Disadvantaged Elementary and Secondary Students, HES 12, National Science Foundation, May 1990.

Table A-27. Student commitment to the project for specified time by institution and program characteristics: 1989

Institution and program characteristics	Commitment to the project for specific length of time		
	Percentage of programs in which students are expected to make commitment	Median number of weeks	Median percent completing commitment
All programs	94	15	96
Institution control			
Private	94	15	95
Public	95	15	99
Institution type			
Four-year	94	15	98
Baccalaureate	94	14	99
Comprehensive	94	15	98
Doctoral	93	15	95
Specialized	99	30	90
Two-year	94	17	90
Institution enrollment			
Less than 1,500	92	15	95
1,500-5,999	98	15	95
6,000 or more	94	15	99
Institution geographic region			
Northeast	93	15	95
Central	96	16	95
Southeast	92	15	99
West	96	16	95
Primary focus of program			
Tutoring	97	15	95
Mentoring	86	20	95
Diagnostic evaluation	100	15	100
Other	88	15	100
Number of tutors/mentors participating in a typical week			
8 or less	90	15	100
9-20	95	15	95
21 or more	98	15	95

SOURCE: Higher Education Surveys, College Sponsored Tutoring and Mentoring Programs for Disadvantaged Elementary and Secondary Students, HES 12, National Science Foundation, May 1990.

Table A-28. Places tutoring/mentoring sessions occur by institution and program characteristics: 1989

Location	All programs	Institution				Primary focus of program			
		Control		Type					
		Private	Public	Four-year	Two-year	Tutoring	Mentoring	Diagnostic evaluation	Other
Places tutoring/mentoring sessions occur						Percentage of programs having sessions in location			
On campus	61	56	67	61	59	52	77	88	79
Elementary or secondary school	53	54	52	53	52	61	35	26	41
Student's home	16	23	8	18	7	17	26	*	6
Community center/agency	17	20	12	18	10	16	26	*	11
Other	12	15	8	13	7	10	22	*	16
Most frequent place for tutoring/mentoring						Percentage distribution of most frequent location			
On campus	46	43	51	46	47	37	61	88	66
Elementary or secondary school	39	39	40	38	46	49	19	12	23
Student's home	1	2	1	2	*	2	2	*	*
Community center/agency	8	10	5	9	3	10	6	*	6
Other	5	6	3	5	4	3	12	*	6

*Less than .5 percent.

SOURCE: Higher Education Surveys, College Sponsored Tutoring and Mentoring Programs for Disadvantaged Elementary and Secondary Students, HES 12, National Science Foundation, May 1990.

Table 29. Provision of transportation for tutoring/mentoring sessions by institution and program characteristics: 1989

Transportation	All programs	Institution				Primary focus of program			
		Control		Type		Tutoring	Mentoring	Diagnostic evaluation	Other
		Private	Public	Four-year	Two-year				
	Percentage having transportation								
Provided by college	26	32	17	28	12	23	42	*	27
Provided by school	5	3	8	4	14	3	7	*	12
Provided by tutor/mentor	66	66	67	65	76	70	66	61	50
Other	19	22	16	21	8	18	20	41	16
	Percentage of programs in which tutor/mentor is reimbursed for providing transportation**								
Reimbursement of tutor/ mentor for transportation	21	24	17	21	20	21	25	*	21

*Less than .5 percent.

**This question was answered by respondents indicating that transportation was sometimes provided by tutors/mentors.

SOURCE: Higher Education Surveys, College Sponsored Tutoring and Mentoring Programs for Disadvantaged Elementary and Secondary Students, HES 12, National Science Foundation, May 1990.

Table A-30. Types of tutoring/mentoring sessions by program characteristics: 1989

Types of sessions	All programs	Number of tutors/mentors participating in a typical week			Primary focus of program			
		8 or less	9 - 20	21 or more	Tutoring	Mentoring	Diagnostic evaluation	Other
	Percentage of programs indicating they have type of session							
One-on-one tutoring/mentoring...	89	83	90	94	93	71	100	83
Small group (3 students or fewer) tutoring/mentoring.....	69	68	71	68	76	52	29	67
Larger group tutoring/ mentoring.....	43	48	36	43	35	66	12	63
	Percentage distribution of most frequent type of tutoring/mentoring session							
One-on-one tutoring/mentoring...	61	49	74	62	67	51	100	34
Small group (3 students or fewer) tutoring/mentoring.....	22	26	14	25	25	12	*	21
Larger group tutoring/ mentoring.....	17	25	12	13	8	37	*	45

*Less than .5 percent.

SOURCE: Higher Education Surveys, College Sponsored Tutoring and Mentoring Programs for Disadvantaged Elementary and Secondary Students, HES 12, National Science Foundation, May 1990.

Table A-31. Usual number of hours spent tutoring/mentoring per week by institution and program characteristics: 1989

Institution and program characteristics	Usual number of hours tutors/mentors spend per week tutoring/mentoring				
	Median	Percentage distribution			
		2 or less	3 - 4	5 - 9	10 or more
All programs	3	37	30	15	18
Institution control					
Private	3	43	30	15	13
Public	4	29	30	16	25
Institution type					
Four-year	3	38	29	16	17
Baccalaureate	2	53	27	8	12
Comprehensive	4	28	29	17	26
Doctoral	3	38	38	15	10
Specialized	5	25	21	31	23
Two-year	4	31	35	14	20
Institution enrollment					
Less than 1,500	3	49	21	13	17
1,500-5,999	4	27	38	20	15
6,000 or more	3	34	32	14	20
Institution geographic region					
Northeast	3	40	33	18	10
Central	3	45	35	12	8
Southeast	3	39	23	14	24
West	4	27	29	16	28
Primary focus of program					
Tutoring	3	38	28	18	16
Mentoring	3	44	37	4	15
Diagnostic evaluation	3	40	31	4	25
Other	5	23	27	21	30
Number of tutors/mentors participating in a typical week					
8 or less	4	25	34	21	21
9 - 20	3	42	21	16	21
21 or more	3	45	33	10	12

SOURCE: Higher Education Surveys, College Sponsored Tutoring and Mentoring Programs for Disadvantaged Elementary and Secondary Students, HES 12, National Science Foundation, May 1990.

Table A-32. Usual number of students per tutor/mentor by institution and program characteristics: 1989

Institution and program characteristics	Usual number of students per tutor/mentor				
	Median	Percentage distribution			
		1	2 - 4	5 - 9	10 or more
All programs	3	34	30	22	14
Institution control					
Private	2	37	32	21	10
Public	3	29	27	23	21
Institution type					
Four-year	3	35	31	22	13
Baccalaureate	2	48	23	19	10
Comprehensive	3	26	31	25	18
Doctoral	2	43	31	13	13
Specialized	4	13	47	37	4
Two-year	4	27	26	21	26
Institution enrollment					
Less than 1,500	3	37	25	25	13
1,500-5,999	3	26	42	23	10
6,000 or more	3	36	27	19	18
Institution geographic region					
Northeast	2	35	34	21	10
Central	2	46	30	15	10
Southeast	5	30	20	29	21
West	3	27	33	22	17
Primary focus of program					
Tutoring	3	33	34	21	12
Mentoring	2	43	18	26	13
Diagnostic evaluation	1	57	31	12	*
Other	5	18	26	26	29
Number of tutors/mentors participating in a typical week					
8 or less	5	19	30	23	27
9 - 20	3	31	35	27	8
21 or more	1	52	25	16	7

*Less than .5 percent.

SOURCE: Higher Education Surveys, College Sponsored Tutoring and Mentoring Programs for Disadvantaged Elementary and Secondary Students, HES 12, National Science Foundation, May 1990.

Table A-33. Length of time students stay in program by institution and program characteristics: 1989

Institution and program characteristics	Mean percentage of usual length of time students stay in program			
	Less than month	1 - 4 months	5 - 12 months	More than 1 year
All programs	8	34	28	31
Institution control				
Private	8	34	29	29
Public	7	34	26	34
Institution type				
Four-year	8	36	27	30
Baccalaureate	9	35	24	33
Comprehensive	7	35	26	33
Doctoral	7	30	33	31
Specialized	8	49	25	17
Two-year	8	20	34	38
Institution enrollment				
Less than 1,500	9	37	27	27
1,500-5,999	8	36	23	33
6,000 or more	6	30	31	33
Institution geographic region				
Northeast	8	31	37	24
Central	9	27	31	33
Southeast	4	33	18	45
West	9	40	23	27
Primary focus of program				
Tutoring	7	38	27	28
Mentoring	10	19	34	37
Diagnostic evaluation	11	66	6	17
Other	5	24	29	41
Number of tutors/mentors participating in a typical week				
8 or less	8	33	29	29
9-20	7	38	26	29
21 or more	8	30	28	35

SOURCE: Higher Education Surveys, College Sponsored Tutoring and Mentoring Programs for Disadvantaged Elementary and Secondary Students, HES 12, National Science Foundation, May 1990.

Table A-34. **Tutor/mentor meeting with staff, reporting of experiences, and monitoring by institution and program characteristics: 1989**

Aspect of meeting/monitoring	All programs	Institution				Primary focus of program			
		Control		Type		Tutoring	Mentoring	Diagnostic evaluation	Other
		Private	Public	Four-year	Two-year				
				(Percent)					
Tutor/mentor meeting with program staff									
Yes	80	75	86	79	86	78	81	100	84
Frequency of tutor/mentor meeting with program staff									
Weekly	53	45	63	54	48	51	51	71	62
Biweekly	20	20	19	19	24	22	14	16	21
Monthly	20	26	13	20	19	19	31	*	13
Less than monthly	7	9	6	7	8	8	5	13	4
Tutor/mentor reporting in writing									
Yes, encouraged	19	17	22	19	23	17	23	41	23
Yes, required	48	40	59	48	47	52	29	59	47
No	33	43	19	33	30	31	47	*	31
Monitoring of tutor/mentors by program staff									
Yes	72	64	84	70	85	71	66	87	88
Frequency of monitoring									
Weekly	52	47	57	53	47	50	54	87	50
Biweekly	14	13	15	15	5	15	14	13	6
Monthly	24	26	22	21	36	25	31	*	17
Less than monthly	11	15	6	10	12	10	1	*	26

*Less than .5 percent.

SOURCE: Higher Education Surveys, College Sponsored Tutoring and Mentoring Programs for Disadvantaged Elementary and Secondary Students, HES 12, National Science Foundation, May 1990.

Table A-35. Average percent of tutor/mentor time spent on basic skills remediation, homework assistance, and recreational or cultural activities by institution and program characteristics: 1989

Institution and program characteristics	Average percent of tutor/mentor time spent on:			
	Basic skills remediation	Homework assistance	Recreational or cultural activites	Other activities
	(Mean)			
All programs	49	25	14	11
Institution control				
Private	52	23	18	7
Public	46	27	10	17
Institution type				
Four-year	51	24	14	10
Baccalaureate	52	25	18	6
Comprehensive	50	23	13	15
Doctoral	43	24	19	13
Specialized	66	24	4	5
Two-year	38	30	14	18
Institution enrollment				
Less than 1,500	57	22	16	5
1,500-5,999	43	29	15	14
6,000 or more	47	25	13	14
Institution geographic region				
Northeast	51	20	20	9
Central	49	32	12	8
Southeast	49	21	17	12
West	48	28	9	15
Primary focus of program				
Tutoring	59	28	8	4
Mentoring	21	10	39	30
Diagnostic evaluation	76	17	3	5
Other	29	28	16	27
Number of tutors/mentors participating in a typical week				
8 or less	44	30	13	13
9-20	56	22	12	10
21 or more	48	22	18	11

SOURCE: Higher Education Surveys, College Sponsored Tutoring and Mentoring Programs for Disadvantaged Elementary and Secondary Students, HES 12, National Science Foundation, May 1990.

Table A-36. Incentives for tutor/mentor participation by institution and program characteristics: 1989

Incentive	All programs	Institution				Primary focus of program			
		Control		Type					
		Private	Public	Four-year	Two-year	Tutoring	Mentoring	Diagnostic evaluation	Other
		(Percentage having incentives)							
Academic credit	42	39	48	42	45	45	33	63	36
Cash stipend	35	28	44	34	40	34	24	54	49
Tuition or fee reimbursement	9	9	10	9	12	8	8	18	13
Special recommendations to potential employers or schools	56	57	54	56	55	58	42	43	64
Certificate of recognition	32	27	39	29	50	27	48	16	42
Dinner or party	40	39	42	39	47	36	57	*	50
Other incentive	17	21	12	19	7	20	10	14	13

*Less than .5 percent.

SOURCE: Higher Education Surveys, College Sponsored Tutoring and Mentoring Programs for Disadvantaged Elementary and Secondary Students, HES 12, National Science Foundation, May 1990.

Table A-37. Programs having an identifiable budget, and median budget of those having a budget by institution and program characteristics: 1989

Institution and program characteristics	Percentage of programs having an identifiable budget	Median total budget 1987-88 of those having identifiable budget	Percentage having an identifiable budget who share budget
All programs	52	$30,000	13
Institution control			
Private	47	15,000	12
Public	60	50,000	15
Institution type			
Four-year	51	22,000	13
Baccalaureate	51	18,000	14
Comprehensive	59	24,698	8
Doctoral	65	18,000	12
Specialized	11	65,000	11
Two-year	61	89,000	27
Institution enrollment			
Less than 1,500	29	22,000	18
1,500-5,999	70	36,000	12
6,000 or more	59	27,000	13
Institution geographic region			
Northeast	61	16,314	11
Central	45	45,000	15
Southeast	63	47,299	8
West	41	50,000	21
Program primary focus			
Tutoring	45	30,000	10
Mentoring	66	4,225	16
Diagnostic evaluation	58	27,000	24
Other	75	60,000	20
Number of tutors/mentors participating in a typical week			
8 or less	58	60,000	26
9 - 20	49	22,500	5
21 or more	49	18,000	7

SOURCE: Higher Education Surveys, College Sponsored Tutoring and Mentoring Programs for Disadvantaged Elementary and Secondary Students, HES 12, National Science Foundation, May 1990.

Table A-38. Distribution of budget by institution and program characteristics: 1989

Institution and program characteristics	Percentage distribution of budget**			
	Less than $10,000	$10,000 - 49,999	$50,000 - 149,999	$150,000 or more
All programs	34	23	24	19
Institution control				
Private	44	20	21	15
Public	23	26	27	24
Institution type				
Four-year	37	24	19	19
Baccalaureate	39	25	12	25
Comprehensive	39	22	22	17
Doctoral	38	25	20	17
Specialized	*	33	56	11
Two-year	13	12	56	19
Institution enrollment				
Less than 1,500	36	21	20	23
1,500-5,999	35	18	31	16
6,000 or more	32	27	21	20
Institution geographic region				
Northeast	43	23	24	9
Central	28	24	19	30
Southeast	32	23	21	24
West	26	21	32	22
Program primary focus				
Tutoring	29	27	21	23
Mentoring	59	9	24	7
Diagnostic evaluation	41	24	7	28
Other	18	24	39	18
Number of tutors/mentors participating in a typical week				
8 or less	24	23	30	22
9 - 20	45	12	22	21
21 or more	37	32	17	14

**Less than .5 percent.

**Includes only programs stating they had an identifiable budget.

SOURCE: Higher Education Surveys, College Sponsored Tutoring and Mentoring Programs for Disadvantaged Elementary and Secondary Students, HES 12, National Science Foundation, May 1990.

Table A-39. Costs covered by budget figure for programs having separate identifiable budget by institution and program characteristics: 1989

Cost	All programs	Institution				Primary focus of program			
		Control		Type		Tutoring	Mentoring	Diagnostic evaluation	Other
		Private	Public	Four-year	Two-year				
	Percentage of programs in which cost is included in budget								
Coordinator salaries	64	59	70	61	79	69	36	35	86
Building costs	14	10	17	14	11	11	15	27	18
Transportation	62	66	58	62	62	60	73	20	62
Materials	82	80	85	81	90	81	79	69	92
Tutor compensation	55	43	68	50	82	59	28	52	73
Special events	60	61	59	64	43	53	74	49	71
Training (if separate from coordinator salary)	44	43	44	43	47	42	38	28	57
Evaluation (if separate from coordinator salary)	29	28	31	30	23	26	33	28	36
Other	32	31	32	33	22	29	30	28	42

SOURCE: Higher Education Surveys, College Sponsored Tutoring and Mentoring Programs for Disadvantaged Elementary and Secondary Students, HES 12, National Science Foundation, May 1990.

Table A-40. Sources of funding for programs by institution and program characteristics: 1989

Funding sources	All programs	Institution				Primary focus of program			
		Control		Type		Tutoring	Mentoring	Diagnostic evaluation	Other
		Private	Public	Four-year	Two-year				
	Percentage having funding source								
Federal government	21	17	27	19	38	21	11	12	36
State government	21	7	42	19	37	16	19	20	50
Local government	5	3	8	4	13	3	8	*	11
Institutional sources	61	66	53	61	59	62	58	44	63
Private foundations	25	29	20	26	19	25	24	16	27
Businesses	12	14	10	13	6	10	16	*	19
Individuals	24	31	14	27	7	25	22	28	22
Local school systems	12	10	15	10	25	8	16	4	30
Student fund raising efforts	16	22	9	18	5	17	18	12	12
Other	14	14	14	14	13	11	25	43	8
	Percentage distribution of largest funding source								
Federal government	18	14	24	15	36	18	8	12	29
State government	13	4	24	13	15	11	11	20	24
Local government	1	*	2	1	3	*	4	*	*
Institutional sources	40	49	29	42	31	44	44	27	22
Private foundations	7	8	6	7	6	7	3	*	10
Businesses	1	*	2	1	*	1	2	*	*
Individuals	6	9	3	8	*	7	6	12	5
Local school systems	2	1	2	2	*	2	1	*	1
Student fund raising efforts	2	3	*	2	*	1	5	*	1
Other	10	11	9	11	10	9	16	29	8

*Less than .5 percent.

SOURCE: Higher Education Surveys, College Sponsored Tutoring and Mentoring Programs for Disadvantaged Elementary and Secondary Students, HES 12, National Science Foundation, May 1990.

Table A-41. Goals of the tutoring/mentoring programs for students who are tutored/mentored by institution and program characteristic: 1989

Goals	All programs	Institution				Primary focus of program			
		Control		Type		Tutoring	Mentoring	Diagnostic evaluation	Other
		Private	Public	Four-year	Two-year				
	Percentage of programs having goal for students who are tutored/mentored								
Improving basic skills	91	91	91	92	86	99	59	100	86
Assisting the talented and gifted	34	36	31	35	25	35	20	21	47
Preventing dropouts	67	66	69	65	79	67	63	59	72
Improving self-esteem	92	91	93	91	96	89	99	96	94
Improving vocational skills	21	19	24	21	21	17	20	29	38
Providing exposure to college	63	58	69	60	76	58	72	41	77
Providing role models	86	86	87	86	90	82	96	96	95
Providing recreational or cultural opportunities	54	56	50	55	48	47	78	41	59
Other	15	13	18	14	22	9	18	29	42
	Percentage distribution of primary goal for students who are tutored/mentored								
Improving basic skills	61	64	57	64	43	77	9	84	41
Assisting the talented and gifted	2	*	3	1	3	1	2	*	6
Preventing dropouts	5	3	8	4	11	4	9	*	4
Improving self-esteem	12	15	8	11	18	9	23	4	16
Improving vocational skills	1	1	*	1	*	*	5	*	*
Providing exposure to college	6	3	11	4	16	4	8	*	13
Providing role models	8	10	4	9	2	3	34	*	1
Providing recreational or cultural opportunities	1	1	*	1	*	*	2	*	2
Other	5	3	8	4	8	2	7	12	17

*Less than .5 percent.

SOURCE: Higher Education Surveys, College Sponsored Tutoring and Mentoring Programs for Disadvantaged Elementary and Secondary Students, HES 12, National Science Foundation, May 1990.

Table A-42. Goals of the tutoring/mentoring program for tutors/mentors by institution and program characteristics: 1989

Goals	All programs	Institution				Primary focus of program			
		Control		Type					
		Private	Public	Four-year	Two-year	Tutoring	Mentoring	Diagnostic evaluation	Other
	Percentage of programs having goals for tutors/mentors								
Providing practical experience in a professional field	77	73	84	77	78	82	61	84	71
Developing commitment to public service	71	78	61	71	70	70	80	59	67
Providing exposure to a non-campus experience	54	63	41	55	44	56	65	42	31
Other	23	25	21	24	18	19	24	33	43
	Percentage distribution of primary goal for tutors/mentors								
Providing practical experience in a professional field	52	43	63	52	52	57	35	84	39
Developing commitment to public service	30	37	20	30	31	29	40	*	30
Providing exposure to a non-campus experience	5	7	3	6	*	5	7	12	3
Other	13	12	14	12	17	9	17	4	28

*Less than .5 percent.

SOURCE: Higher Education Surveys, College Sponsored Tutoring and Mentoring Programs for Disadvantaged Elementary and Secondary Students, HES 12, National Science Foundation, May 1990.

Table A-43. Evaluation of program outcomes, all institutions: 1989

Goals	Percentage stating item is a goal of program	Percentage distribution of evaluation of those having goal[1]		
		Not successful[2] 1 & 2	3	Successful and very successful[2] 4 & 5
For students who are tutored/mentored:				
Improving basic skills	91	3	23	74
Assisting the talented and gifted	34	18	28	55
Preventing dropouts	67	12	41	47
Improving self-esteem	92	3	17	80
Improving vocational skills	21	22	36	42
Providing exposure to college	63	7	11	82
Providing role models	87	2	8	90
Providing recreational or cultural opportunities	54	16	27	57
Other	15	*	6	94
For tutors/mentors:				
Providing practical experience in a professional field	77	2	12	86
Developing commitment to public service	71	3	21	77
Providing exposure to a non-campus experience	54	5	10	84
Other	23	2	7	91

*Less than .5 percent.

[1]Excludes those stating item was not a goal; see first column.

[2]Respondents rated program goals on scale of 1 to 5 with "1" = "not successful" and "5" = "very successful".

SOURCE: Higher Education Surveys, College Sponsored Tutoring and Mentoring Programs for Disadvantaged Elementary and Secondary Students, HES 12, National Science Foundation, May 1990.

Table A-44. **Program contacts by institution and program characteristics: 1989**

Contacts	All programs	Institution				Primary focus of program			
		Control		Type		Tutoring	Mentoring	Diagnostic evaluation	Other
		Private	Public	Four-year	Two-year				
	Percentage having contact								
Between tutors/mentors and classroom teachers	76	75	78	75	83	81	59	70	74
Between tutors/mentors and students/parents	68	66	71	68	70	67	72	76	69
Between the program coordinator and classroom teachers	74	72	77	74	79	77	59	61	80
Between the program coordinator and the school district or school principal	79	76	83	78	87	82	64	77	83
	Percentage rating level of cooperation as high or very high*								
Between tutors/mentors and classroom teachers	65	62	69	66	61	64	71	65	68
Between tutors/mentors and students/parents	59	55	65	59	60	59	69	85	40
Between the program coordinator and classroom teachers	53	44	66	54	51	48	71	53	66
Between the program coordinator and the school district or school principal	63	55	72	62	69	61	57	62	78

*Respondents were asked to rate contact on a scale of 1-5 with "1" = "very low" and "5" = "very high". Percentage reported is percentage rating item as "4" or "5."

SOURCE: Higher Education Surveys, College Sponsored Tutoring and Mentoring Programs for Disadvantaged Elementary and Secondary Students, HES 12, National Science Foundation, May 1990.

Table A-45. Evaluation of program needs, all institutions: 1989

Program aspect	Percentage distribution of rating		
	Not a problem or current area of need*		High need for additional resources/improvement*
	1 & 2	3	4 & 5
Recruitment of tutors/mentors	60	18	22
Training for tutors/mentors	61	19	20
Coordination with classroom teachers	51	23	26
Coordination with parents	54	18	28
Targeting students most in need of tutoring/ mentoring	56	22	22
Transportation for tutors/mentors or students who are tutored/mentored	53	16	31
Physical space	58	13	28
Retention of tutors/mentors	68	22	10
Retention of students who are tutored/ mentored	65	21	14
Curriculum or activities for those who are tutored or mentored	60	20	20
Learning or recreational materials	47	28	25
Program evaluation	54	26	20
Tutor/mentor monitoring	64	17	19

*Respondents rated program aspects on a scale of 1 to 5 with "1" = "not a problem or current need" and "5" = "high need for additional resources/improvement."

SOURCE: Higher Education Surveys, College Sponsored Tutoring and Mentoring Programs for Disadvantaged Elementary and Secondary Students, HES 12, National Science Foundation, May 1990.

APPENDIX B

Technical Notes

Higher Education Surveys (HES)

The Higher Education Surveys (HES) system was established to conduct brief surveys of higher education institutions on topics of interest to Federal policymakers and the education community. The system is sponsored by the National Science Foundation, the U.S. Department of Education, and the National Endowment for the Humanities.

The HES system maintains a panel of about 1,093 institutions divided into two sub-samples, each of which is nationally representative of the 3,212 colleges and universities in the United States. HES questionnaires typically request a limited amount of readily accessible data from one of the two HES panels. Each institution in the panel has identified a HES campus representative who serves as survey coordinator. The campus representative facilitates data collection by identifying the appropriate respondent for each survey and distributing the questionnaire to that person.

Survey Methodology

The Survey of College Tutoring and Mentoring Programs for Disadvantaged Elementary and Secondary School Students was conducted at the request of the Office of Planning, Budget and Evaluation (OPBE). The survey was commissioned in response to a request by Congress for information on the prevalence, characteristics, effectiveness, and problems of college based tutoring and mentoring programs.

The institutional sample for this survey consisted of half of the HES panel (536 institutions). Prior to conducting the survey, a list of programs sponsored by the sampled institutions had to be developed. During the fall of 1988, institutions were contacted and asked to identify all college sponsored programs in which college students tutored or mentored elementary or secondary school aged children. All programs identified by the institutions were included in the survey and mailed survey questionnaires in late January of 1989. The survey contained an additional screening question and also asked for the names of any programs that might have been missed by the initial program identification effort. As a result of this process a number of the programs originally identified as eligible were found to be out of scope, and a number of new programs were added. A total of 419 eligible programs were included in the final program survey.

Data collection was ended by March 31, 1989, with an overall response rate of 93 percent. The response rate for private colleges was 91 percent and for public colleges was 94 percent. Data were adjusted for survey nonresponse and weighted to produce national estimates.

Statistics included in this report are of two types: those based on the entire sample (institutional file) for such statistics as the percent of institutions having programs and the average number of programs per institution; and those based on all programs identified

at the institutions (program file) for such statistics as the number of students per college tutor/mentor and other program characteristics.

Reliability of Survey Estimates

The findings presented in this report are estimates based on the sample from the HES panel and, consequently, are subject to sampling variability. If the questionnaire had been sent to a different sample, the responses would not have been identical; some figures might have been higher, while others might have been lower. The standard error of a statistic (an estimate of the sampling variation) is used to estimate the precision of that statistic obtained in a particular sample. If all possible samples were surveyed under similar conditions, intervals of 1.96 standard errors below to 1.96 standard errors above a particular statistic would include the average result of these samples in 95 percent of the cases. An interval computed this way is called a 95 percent confidence interval.

Appendix Table B-1 presents standard errors for selected questionnaire items and the 95 percent confidence intervals. For example, an estimated 29 percent of all institutions had at least one tutoring or mentoring program. The standard error is 2.06 and the 95 percent confidence interval is 29 $\pm$ 4.04 (1.96 times 2.06). Therefore, in at least 95 percent of all possible samples, between 25 and 33 percent of colleges and universities would have college sponsored programs that involve students tutoring or mentoring elementary or secondary school students.

Institution Type Relationships

The data in this report are presented as "total" figures that represent all kinds of institutions grouped together, and are also broken down by institution control, size, and type. These classifications are:

- Institution control
  - Public
  - Private
- School size (based on 1989 HEP Higher Education Directory institutional enrollments)
  - Small: less than 1,500 students
  - Medium: 1,500 - 5,999 students
  - Large: 6,000 or more students

- Institution type (based on the U.S. Department of Education's HEGIS classifications)

  - Doctorate-granting: institutions characterized by a significant level and breadth of activity in an commitment to doctoral-level education as measured by the number of doctorate recipients and the diversity in doctoral-level program offerings.

  - Comprehensive: institutions characterized by diverse postbaccalaureate programs (including first-professional) but which do not engage in significant doctoral-level education.

  - Baccalaureate: institutions characterized by their primary emphasis on general undergraduate, baccalaureate-level education, and which are not significantly engaged in postbaccalaureate education.

  - Specialized: institutions that offer degrees only in a limited number of professional or specialized areas, such as law, medicine, divinity, or business.

  - Two-year: institutions that confer at least 75 percent of their degrees and awards below the bachelor's level.

As can be seen in Figures B-1 through B-5, these institutional characteristics are related to each other:

- Among doctoral schools, 94 percent have 6,000 or more enrollment; 65 percent are public.

- Among comprehensive schools, 48 percent have 6,000 or more enrollment; 61 percent are public.

- Among baccalaureate schools, 68 percent have enrollments under 1,500; 84 percent are private.

- Among two-year schools, 71 percent are public; 20 percent have enrollments of 6,000 or more.

- Among public schools, 37 percent have enrollments of 6,000 or more; 63 percent are two-year.

Because of these interrelationships, response patterns for certain school types resemble each other. For example, small schools, private schools, and baccalaureate schools often show similar responses, as do large schools, public schools, and two-year schools.

Figure B-1. Percentage of each type of institution that are public and private

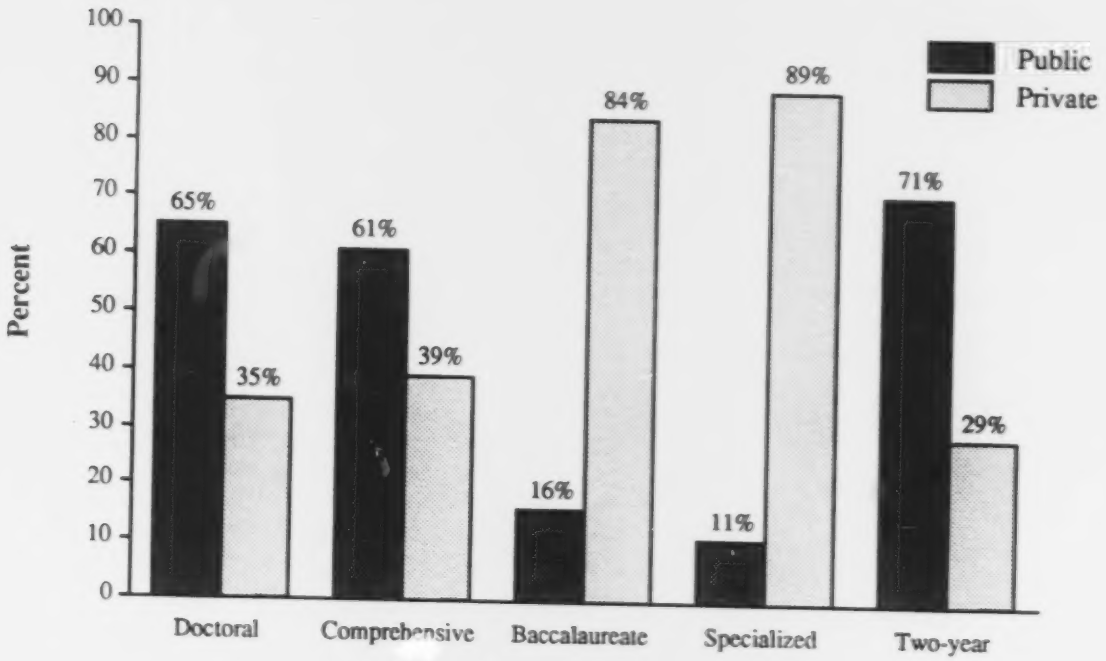
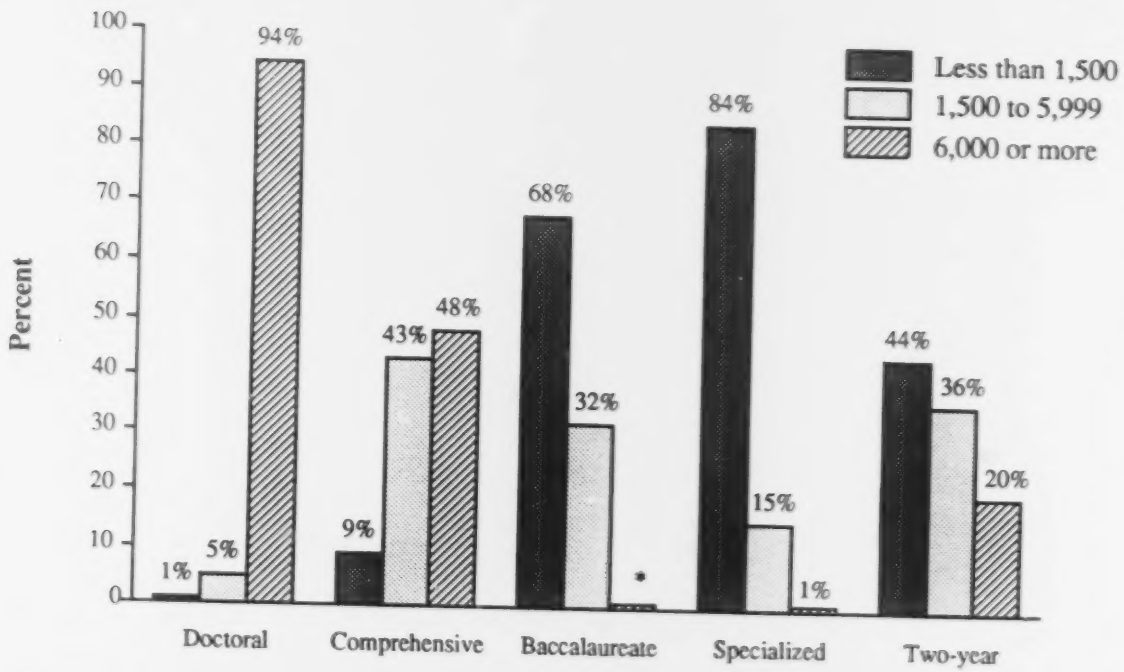


Figure B-2. Percentage of each type of institution that are in each size category



* Less than .5 percent

Figure B-3. Percentage of each size of institution that are public and private

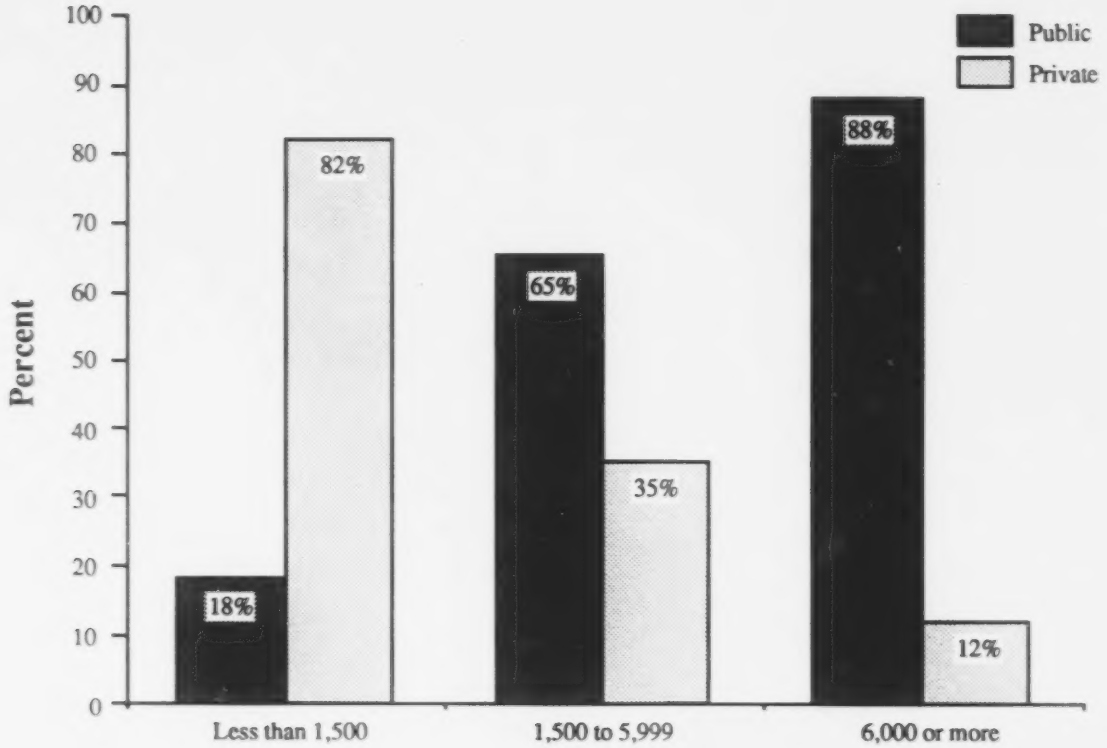


Figure B-4. Percentage of public and private institutions that are four-year and two-year

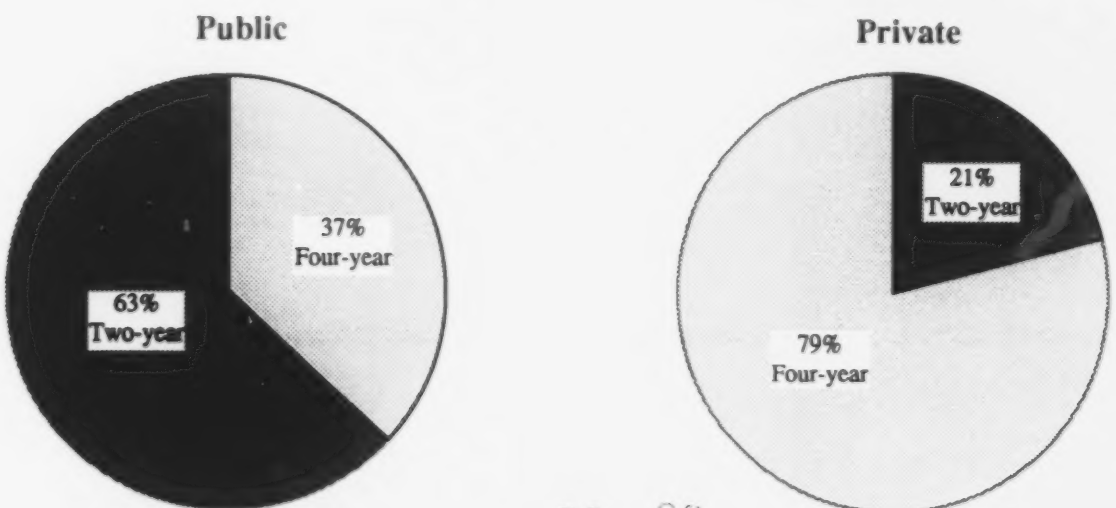


Figure B-5. Percentage of public and private institutions in each size category

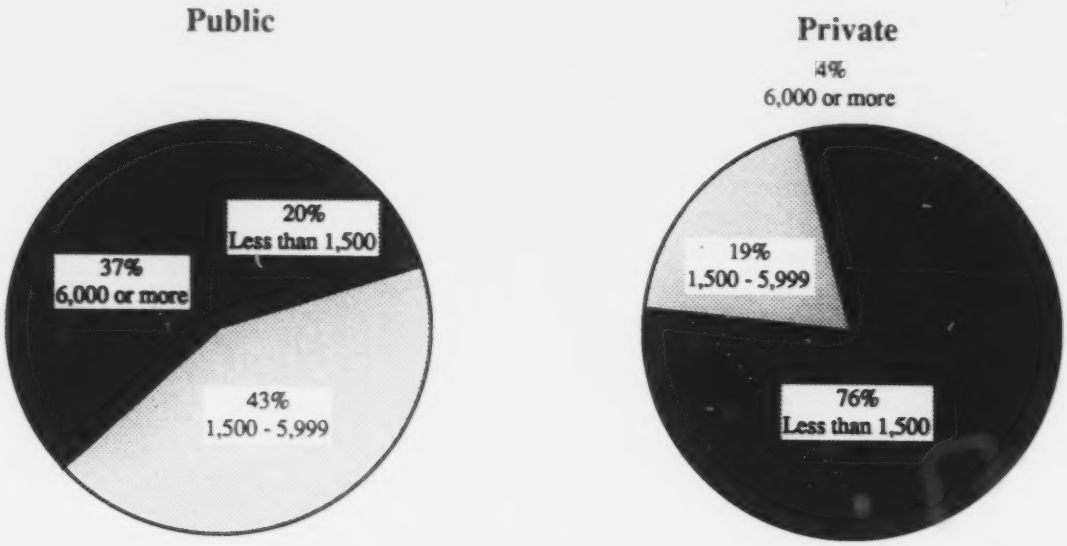


Table B-1. Standard errors for selected statistics

Item	Estimate	Standard error	95 percent confidence interval	
			Lower	Upper
Institution file				
Percentage of institutions having tutoring/ mentoring programs				
All institutions	29	2.06	25	33
Four-year institutions	40	2.99	34	46
Two-year institutions	11	2.38	7	16
Doctoral institutions	75	4.31	66	83
Less than 1,500 enrollment	21	3.28	15	28
6,000 or more enrollment	47	3.70	40	55
Total number of programs				
All institutions	1,701	125	1,457	1,945
Institutions in West	509	94	325	693
Institutions in Northeast	543	70	407	680
Mean number of programs per institution				
All	1.85	.07	1.71	1.99
Less than 1,500 enrollment	1.49	.11	1.27	1.71
6,000 or more enrollment	2.46	.14	2.19	2.73
Program file				
Percentage of programs having primary focus of:				
Tutoring	67	2.43	63	72
Mentoring	17	2.20	12	21
Diagnostic evaluation	3	.98	1	5
Number of participants over 1987-88 year				
Tutors/mentors	71,329	10,483	50,783	91,875
Students tutored/mentored	238,439	34,433	170,951	305,926

Table B-1. Standard errors for selected statistics (continued)

Item	Estimate	Standard error	95 percent confidence interval	
			Lower	Upper
Percentage of programs having students from only a particular department or division				
All	36	3.4	30	43
Private	31	5.1	21	41
Public	43	3.7	36	51
Percentage of programs having most frequent reason for participation as "volunteer with no course or program requirement"				
All	39	3.6	32	47
Private	51	6.1	40	63
Public	23	4.5	14	31
Tutoring primary focus	35	4.6	26	44
Mentoring primary focus	67	7.0	53	81
Percentage of head coordinator staff that are full time for program	29	3.1	23	35
Percentage of programs indicating the number of participants in 1987-88 was greater than in 1986-87				
All programs	35	3.3	28	41
Enrollment under 1,500	20	5.8	8	31
Enrollment over 6,000	41	4.5	33	50

Table B-1. Standard errors for selected statistics (continued)

Item	Estimate	Standard error	95 percent confidence interval	
			Lower	Upper
Percentage of programs having students recommended but unable to participate because of lack of tutors/mentors				
All programs	33	3.6	26	40
Programs with 8 or fewer tutors/mentors	22	4.9	12	31
Programs with 21 or more tutors/mentors	46	6.1	34	58
Percentage of programs providing preservice training				
All programs	73	3.9	65	80
Less than 1,500 enrollment	62	9.3	43	80
6,000 or more enrollment	81	1.6	78	84
Percentage of programs in which tutoring/mentoring takes place in elementary or secondary schools				
All programs	40	3.0	34	46
Tutoring programs	49	4.3	41	58
Mentoring programs	19	5.5	8	30
Percentage of programs having large group sessions as most frequent type of session				
All programs	17	2.2	13	21
Tutoring programs	8	1.9	4	11
Mentoring programs	37	7.1	23	51

Table B-1. Standard errors for selected statistics (continued)

Item	Estimate	Standard error	95 percent confidence interval	
			Lower	Upper
Percentage of programs in which tutors/mentors spent two or fewer hours per week tutoring/mentoring				
All programs	37	3.2	31	43
Programs with 21 or more tutors/mentors	45	5.4	34	55
Programs with 8 or fewer tutors/mentors	25	3.3	18	31
Percentage of programs requiring written reports				
All programs	48	4.1	40	56
Tutoring programs	52	4.8	43	62
Mentoring programs	29	8.1	13	45
Average percent of time spent on basic skills remediation				
All programs	49	1.7	46	53
Tutoring programs	59	1.9	55	63
Mentoring programs	21	2.9	15	27
Percentage of program budgets including tutor/mentor compensation (includes only programs with identifiable budgets)				
All programs	55	3.1	49	61
Tutoring programs	59	4.5	51	68
Mentoring programs	28	6.5	16	41
8 or fewer tutors/mentors	74	5.0	64	84
21 or more tutors/mentors	31	5.8	19	42
Percentage rating program as very successful (4 or 5) in:				
Improving basic skills	74	3.0	68	80
Preventing dropouts	47	3.7	40	54

APPENDIX C

Survey Questionnaire

OMB# 3145-0009
Exp. 1/31/90

Higher Education Surveys

Survey #12
Survey of College Tutoring and Mentoring Programs for Disadvantaged Elementary and Secondary Students

January 1989

Dear Colleague:

On behalf of the U.S. Department of Education, I ask you to participate in this survey of college tutoring and mentoring programs.

The survey was requested by Congress in the Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988. In these Amendments, Congress expressed concern about the need to extend the benefits of remedial education to additional needy children, especially those who may not be receiving services under existing Federal programs. College-based tutoring programs are seen as possible ways to assist disadvantaged children. This survey is being conducted to provide more information on the number, characteristics, and problems of college tutoring programs for elementary and secondary students.

Please complete the survey and return it to Westat in the postpaid envelope by February 17. As is our custom, a copy of the HES report will be sent to your institution after this study is completed. If you have any questions about this survey, please do not hesitate to call Dr. Margaret Cahalan, the Westat Survey Manager, at 800-937-8281.

Thank you for your assistance.

Sincerely,

Alan L. Ginsburg

Alan Ginsburg
Director, Planning and Evaluation Service

Sponsored by the National Science Foundation, the National Endowment for the Humanities, and the Department of Education

THIS SURVEY HAS BEEN DESIGNED FOR TUTORING AND MENTORING PROGRAMS AS DEFINED BELOW. PLEASE READ THE DEFINITION AND ANSWER THE FOLLOWING QUESTION BEFORE COMPLETING THE SURVEY.

Definition of Tutoring and Mentoring Programs

The term "tutoring and mentoring programs" refers to college-sponsored programs that involve undergraduate or graduate college students working with preschool, elementary, or secondary school students to help the younger students improve their academic skills and motivate them to continue their education. In particular we are interested in programs that target economically disadvantaged schools or children for assistance. We are also including programs that concentrate mainly on what is called "mentoring." These programs may not have a direct academic focus, but are designed to provide successful role models and to help improve self-esteem. They may have a recreational or friendship focus rather than an academic one. College students may participate in the program as volunteers, as part of a course requirement, or as paid employees.

For this survey, exclude programs in which college students tutor other college students and adult literacy programs. Include programs for preschool children only if they involve tutoring or mentoring.

Is the program listed below:

LABEL

a tutoring/mentoring program for preschool, elementary, or secondary students?

☐ Yes (Please complete and return the survey.)
☐ No (Do not complete the survey, but please return the form to us in the enclosed envelope.)

If you have any questions about whether your program is eligible, please call Margaret Cahalan at (800) 937-8281.

PROGRAM SPONSORSHIP AND GOALS

1. In what year did your tutoring/mentoring program begin to operate? _____

2. Check the primary sponsoring unit for your tutoring/mentoring program? (CHECK ONLY ONE)

- ☐ Public service center within the university (e.g., Community Outreach Center, Center for Social Concerns, Volunteer Services Organization)
- ☐ Student organization (e.g., Student Government, Black Student Association, Student Volunteer Council)
- ☐ College or university division (e.g., Education, Arts and Sciences, Urban Affairs, Social Sciences)
- ☐ University administrative or financial service office (e.g., Career and Work Experience Office, Student Employment Office)
- ☐ Other (SPECIFY)_____

3. Is the tutoring/mentoring program affiliated with any other national, regional, or State tutoring/mentoring organizations? If yes, what are the names of the organizations?

Level	Yes	No	If yes, enter name(s)
a. National	☐	☐	_____
b. Regional	☐	☐	_____
c. State	☐	☐	_____
d. Other	☐	☐	_____

4A. Which of the following are services provided by your program? (Refer to definitions of tutoring and mentoring given on page 1.)

	Yes	No
a. Tutoring	☐	☐
b. Mentoring	☐	☐
c. Diagnostic evaluation	☐	☐
d. Other (SPECIFY)		
d1. _____	☐	☐
d2. _____	☐	☐

4B. Of the services listed in question 4A, which is the primary service provided by your program? Circle the one letter below that corresponds to the service listed in question 4A.

a b c d1 d2

5A. Which of the following are goals of your tutoring/mentoring program for the students who are tutored or mentored?

		Yes	No
a.	Improving basic skills	☐	☐
b.	Assisting the talented and gifted	☐	☐
c.	Preventing dropouts	☐	☐
d.	Improving self-esteem	☐	☐
e.	Improving vocational skills	☐	☐
f.	Providing exposure to college	☐	☐
g.	Providing role models	☐	☐
h.	Providing recreational or cultural opportunities	☐	☐
i.	Other (SPECIFY)_____	☐	☐

5B. Of the goals listed in question 5A, which is the primary goal for students who are tutored or mentored? Circle the one letter below that corresponds to the goal listed in question 5A.

a b c d e f g h i

5C. Which of the following are goals of your tutoring/mentoring program for the tutors/mentors?

		Yes	No
a.	Providing practical experience in a professional field	☐	☐
b.	Developing commitment to public service	☐	☐
c.	Providing exposure to a non-campus experience	☐	☐
d.	Other (SPECIFY)_____	☐	☐

5D. Of the goals listed in question 5C, which is the primary goal for tutors/mentors? Circle the one letter below that corresponds to the goal listed in question 5C.

a b c d

6A. With which of the following agencies does your tutoring/mentoring program work in administering the program or in obtaining referrals of students to be tutored or mentored?

		Yes	No
a.	Local school system	☐	☐
b.	Social service agency	☐	☐
c.	Courts/correctional system	☐	☐
d.	Church group	☐	☐
e.	Other (SPECIFY)	☐	☐

_____

6B. With which agency do you work most frequently? Circle the one letter below that corresponds to the agency listed in question 6A.

a b c d e

STAFF QUESTIONS

7. Does the program have the following paid or unpaid staff?

a. Head coordinator or program director..... ☐ Yes ☐ No
b. Assistant coordinator or other coordinator staff..... ☐ Yes ☐ No

c. If yes to question 7b, please enter the number of assistant coordinators and other coordinator staff. _____

IF YOU ENTERED YES TO QUESTIONS 7a OR 7b, PLEASE ENTER THE FOLLOWING INFORMATION ABOUT THE STAFF SERVING THE PROGRAM. IF YOU HAVE NO STAFF, SKIP TO QUESTION 12.

	A. Program director/ Head coordinator	B. Assistant coordinator/ Other coordinators
8. Is this position usually: (CHECK ONLY ONE BOX IN EACH COLUMN)		
a. Full-time for this program	☐	☐
b. Part-time for this program but filled by a full-time employee/volunteer	☐	☐
c. Part-time for this program and filled by a part-time employee/volunteer	☐	☐
9. Is this position usually filled by a(n): (CHECK ONLY ONE BOX IN EACH COLUMN)		
a. Undergraduate student	☐	☐
b. Graduate student	☐	☐
c. Faculty member	☐	☐
d. Administrator	☐	☐
e. Other university employee	☐	☐
f. Employee of another organization	☐	☐

10. How is the position compensated? (CHECK EACH ITEM)

	A. Program director/ Head coordinator		B. Assistant coordinator/ Other coordinators	
	Yes	No	Yes	No
a. Not compensated	☐	☐	☐	☐
b. General university salary	☐	☐	☐	☐
c. University salary specifically for tutoring program	☐	☐	☐	☐
d. Stipend	☐	☐	☐	☐
e. Academic credit	☐	☐	☐	☐
f. Tuition/fee reimbursement	☐	☐	☐	☐

		A. Program director/ Head coordinator		B. Assistant coordinator/ Other coordinators	
11.	Which of the following are included in the responsibilities of the position?	(CHECK EACH ITEM)			
		Yes	No	Yes	No
a.	Working with classroom teachers	☐	☐	☐	☐
b.	Working with school or school district administration	☐	☐	☐	☐
c.	Working with parents or parent-teacher associations	☐	☐	☐	☐
d.	Recruiting tutors/mentors	☐	☐	☐	☐
e.	Matching tutors with students to be tutored or mentored	☐	☐	☐	☐
f.	Training or advising tutors/mentors	☐	☐	☐	☐
g.	Monitoring tutors	☐	☐	☐	☐
h.	Other (SPECIFY)				
	_____	☐	☐	☐	☐

TUTOR/MENTOR CHARACTERISTICS, SELECTION, TRAINING AND MONITORING

12. Who is eligible to participate as a tutor/mentor? (CHECK ONLY ONE)

- ☐ All college students in your community
- ☐ All students in your institution
- ☐ Only students from a particular division(s) or department(s)

(SPECIFY WHICH DIVISION/DEPARTMENT)_____

_____

13A. Why do students participate in your program?

	Yes	No
a. As part of a course requirement.....	☐	☐
b. As a program required for graduation.....	☐	☐
c. As volunteers with no course or program requirement.....	☐	☐
d. As paid tutors/mentors.....	☐	☐

13B. Which is the most frequent reason? Circle the one letter below that corresponds to the reason listed in question 13A.

a b c d

14. Over the course of the 1987-88 year, how many tutors/mentors participated in the program? _____

15. Was the number participating in 1987-88 ☐ greater, ☐ about the same, or ☐ less than in 1986-87?

16. How many tutors/mentors participated in the program in a typical week in the fall of 1988? _____

17. About what percent of the college tutors/mentors in fall 1988 were:

a. Members of a racial/ethnic minority _____ %

b. Socioeconomically disadvantaged _____ %

c. Male _____ %

18. Are tutors/mentors usually expected to commit themselves to the program for a certain length of time?

☐ Yes ☐ No (SKIP TO QUESTION 21)

19. What is the usual length of commitment or expected service? _____ weeks

20. About what percent of tutors/mentors complete this expected service? _____%

21. How many weeks per semester/quarter does the program operate?

_____ Number of weeks per (CHECK ONE) ☐ semester ☐ quarter

22. Does the program operate in the summer months? ☐ Yes ☐ No

23A. Does your program provide preservice training to tutors/mentors before they begin tutoring/mentoring?

☐ Yes ☐ No (SKIP TO QUESTION 24A)

23B. Is preservice training: ☐ Required ☐ Optional

23C. What is the usual number of hours for preservice training? _____

24A. Do tutors/mentors meet on a regular basis with the program coordinator or other program staff to discuss or to plan the tutoring/mentoring sessions?

☐ Yes ☐ No (SKIP TO QUESTION 25)

24B. How frequently do tutors/mentors meet with program coordinators or other program staff? (CHECK ONLY ONE)

☐ Weekly ☐ Biweekly ☐ Monthly ☐ Less than monthly

25. Are tutors/mentors asked or required to report their experiences in writing to program coordinators or monitors?

☐ Yes, they are encouraged to report in writing, but it is not mandatory
☐ Yes, they are required to report in writing
☐ No

26A. Is monitoring (direct observation of tutors/mentors for the purpose of improving tutoring/mentoring) done?

☐ Yes ☐ No (SKIP TO QUESTION 27)

26B. How frequently is the monitoring done? (CHECK ONLY ONE)

☐ Weekly ☐ Biweekly ☐ Monthly ☐ Less than monthly

27. Does your tutoring/mentoring program include any of the following incentives for student participation?

		Yes	No
a.	Academic credit	☐	☐
b.	Cash stipend	☐	☐
c.	Tuition or fee reimbursement	☐	☐
d.	Special recommendations to potential employers or schools	☐	☐
e.	Certificate of recognition	☐	☐
f.	Dinner or party	☐	☐
g.	Other (SPECIFY)	☐	☐

_____

28. If a cash stipend is provided (question 27b is yes), what is the usual amount per hour or semester?

$_____ per hour

$_____ per semester

PROGRAM OPERATION

29A. Which of the following types of tutoring/mentoring sessions are a part of your program?

		Yes	No
a.	One-on-one tutoring/mentoring	☐	☐
b.	Small group (3 students or fewer) tutoring/mentoring	☐	☐
c.	Larger group tutoring/mentoring	☐	☐

29B. Which type of session is held most frequently? Circle the one letter below that corresponds to the type of session listed in question 29A.

a b c

30. How many hours per week does the average tutor/mentor spend in tutoring/mentoring? _____

31. On average, how many students are assigned to each tutor/mentor? _____

32. On average, what percent of a tutor's/mentor's time is spent on:

a.	Basic skills remediation	_____ %
b.	Homework assistance	_____ %
c.	Recreational or cultural activities	_____ %
d.	Other (SPECIFY)_____	_____ %
	TOTAL	100 %

33A. Where does the tutoring/mentoring take place?

		Yes	No
a.	On campus	☐	☐
b.	Elementary or secondary school	☐	☐
c.	Student's home	☐	☐
d.	Community center/agency	☐	☐
e.	Other (SPECIFY)	☐	☐

_____

33B. Which place is used most frequently? Circle the one letter below that corresponds to the place listed in question 33A.

a b c d e

34. Who provides transportation for the tutors/mentors?

		Yes	No
a.	Your sponsoring college or university	☐	☐
b.	The school district or school	☐	☐
c.	Tutor/mentor	☐	☐
d.	Other (SPECIFY)	☐	☐

_____

e. If yes to question 34c, is the tutor/mentor reimbursed for expenses? ☐ Yes ☐ No

35. Is there contact between the following groups in the course of the program? If yes, how would you describe the level of cooperation on a scale of 1 = very low to 5 = very high?

		Is there contact?		Level of cooperation (IF YES, CIRCLE ONE NUMBER)				
				Very low				Very high
		Yes	No	1	2	3	4	5
a.	Between tutors/mentors and classroom teachers	☐	☐	1	2	3	4	5
b.	Between tutors/mentors and students/ parents	☐	☐	1	2	3	4	5
c.	Between the program coordinator and classroom teachers	☐	☐	1	2	3	4	5
d.	Between the program coordinator and the school district or school principal	☐	☐	1	2	3	4	5

CHARACTERISTICS OF STUDENTS WHO ARE TUTORED OR MENTORED

36. How many students were tutored or mentored in the program in a typical week in the fall of 1988? _____

37. How many students were tutored or mentored in the program over the 1987-88 year? _____

38A. In fall 1988, were there students who were recommended for the program, but were not able to participate because of a lack of tutors/mentors?

☐ Yes ☐ No (SKIP TO QUESTION 39)

38B. How many students were not able to participate? _____

39. On average, what percent of the students who are tutored/mentored stay in the program for:

a.	Less than one month	_____ %
b.	One to four months	_____ %
c.	Five to 12 months	_____ %
d.	More than one year	_____ %
	TOTAL	100 %

40. About what percent of the students who were tutored/mentored in fall 1988 were:

a.	Preschool children	_____ %
b.	Elementary students	_____ %
c.	Middle or junior high students	_____ %
d.	Senior high students	_____ %
e.	School dropouts	_____ %
	TOTAL	100 %

41. About what percent of the students who were tutored or mentored in fall 1988 were:

a. Members of racial/ethnic minority groups _____ %

b. Socioeconomically disadvantaged _____ %

c. Academically disadvantaged _____ %

d. Male _____ %

BUDGET

42. Does this program have a separate (identifiable) budget?

☐ Yes ☐ No (SKIP TO QUESTION 45A)

43A. What was the total budget for 1987-88? $_____

43B. Is this budget shared with any other program? ☐ Yes ☐ No

44. What costs are covered by the figure entered in question 43A? (CHECK ALL THAT APPLY)

a. ☐ Coordinators' salaries
b. ☐ Building costs
c. ☐ Transportation
d. ☐ Materials
e. ☐ Tutor compensation
f. ☐ Special events
g. ☐ Training (if separate from coordinator salary)
h. ☐ Evaluation (if separate from coordinator salary)
i. ☐ Other (SPECIFY)

_____

45A. Which of the following sources provided funding for your program in 1987-88?

		Yes	No
a.	Federal government	☐	☐
b.	State government	☐	☐
c.	Local government	☐	☐
d.	Institutional sources	☐	☐
e.	Private foundations	☐	☐
f.	Businesses	☐	☐
g.	Individuals	☐	☐
h.	Local school systems	☐	☐
i.	Student fund raising efforts	☐	☐
j.	Other (SPECIFY)	☐	☐

_____

45B. Which source provided the largest amount of funding? Circle the one letter below that corresponds to the source listed in question 45A.

a b c d e f g h i j

PROGRAM NEEDS

46. On a scale of 1 to 5, please indicate the extent to which each of the following areas needs additional resources or improvement. (CIRCLE ONE NUMBER FOR EACH ITEM)

	Program aspect	Not a problem or current area of need				High need for additional resources/improvement
		1	2	3	4	5
a.	Recruitment of tutors/mentors	1	2	3	4	5
b.	Training for tutors/mentors	1	2	3	4	5
c.	Coordination with classroom teachers	1	2	3	4	5
d.	Coordination with parents	1	2	3	4	5
e.	Targeting students most in need of tutoring/ mentoring	1	2	3	4	5
f.	Transportation for tutors/mentors or students who are tutored/mentored	1	2	3	4	5
g.	Physical space	1	2	3	4	5
h.	Retention of tutors/mentors	1	2	3	4	5
i.	Retention of students who are tutored/ mentored	1	2	3	4	5
j.	Curriculum or activities for those who are tutored or mentored	1	2	3	4	5
k.	Learning or recreational materials	1	2	3	4	5
l.	Program evaluation	1	2	3	4	5
m.	Tutor/mentor monitoring	1	2	3	4	5
n.	Other (SPECIFY)	1	2	3	4	5

_____

PROGRAM OUTCOMES

47. On a scale of 1 to 5, how would you evaluate your program's success in meeting its goals? (CIRCLE ONE NUMBER FOR EACH ITEM; IF AN ITEM IS NOT A GOAL, CIRCLE NG)

	Goals	Not a goal	Not successful				Very successful
		NG	1	2	3	4	5
For students who are tutored/mentored:							
a.	Improving basic skills	NG	1	2	3	4	5
b.	Assisting the talented and gifted	NG	1	2	3	4	5
c.	Preventing dropouts	NG	1	2	3	4	5
d.	Improving self-esteem	NG	1	2	3	4	5
e.	Improving vocational skills	NG	1	2	3	4	5
f.	Providing exposure to college	NG	1	2	3	4	5
g.	Providing role models	NG	1	2	3	4	5
h.	Providing recreational or cultural opportunities	NG	1	2	3	4	5
i.	Other (SPECIFY) _____	NG	1	2	3	4	5
For tutors/mentors:							
j.	Providing practical experience in a professional field	NG	1	2	3	4	5
k.	Developing commitment to public service	NG	1	2	3	4	5
l.	Providing exposure to a non-campus experience	NG	1	2	3	4	5
m.	Other (SPECIFY) _____	NG	1	2	3	4	5

48. Does your program conduct evaluations or studies of program outcomes?

☐ Yes ☐ No (SKIP TO QUESTION 51)

49. Have the results been written into a report? ☐ Yes ☐ No (SKIP TO QUESTION 51)

50. Would you forward the results to us, in the postage paid envelope included with the survey?

☐ Yes ☐ No

51. Do we have permission to release these data to the Department of Education with your institutional identification code? This would allow the Department of Education to use data from other surveys to help analyze the results. All information published by the Department of Education will be in aggregate form only.

☐ Yes ☐ No

Please sign_____

52. We are contacting the following programs at your institution:

Are you aware of any other **preschool, elementary or secondary school tutoring or mentoring programs** sponsored by your institution? If yes, please provide the following information.

PROGRAM NAME_____

CONTACT PERSON_____

PHONE_____

PROGRAM NAME_____

CONTACT PERSON_____

PHONE_____

Thank you for your assistance. Please return this form by February 17 to:

Higher Education Surveys
WESTAT
1650 Research Boulevard
Rockville, MD 20850

Person completing form:

Name:_____

Title:_____

Telephone:_____

Please keep a copy of this survey for your records.

If you have any questions or problems concerning this survey, please call Margaret Cahalan at (800) 937-8281 (toll-free).

Appendix 16

END

U.S. Dept. of Education

Office of Education
Research and
Improvement (OERI)

ERIC

Date Filmed

March 29, 1991